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THE LAW OF AMATEURISM

REPORT OF THE COMMITTEE ON AMATEUR
LAW OF THE ATHLETIC RESEARCH SOCIETY

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REPORT OF COMMITTEE ON AN AMATEUR LAW.*

(Explanation: Your committee, being busy men, present this report in the form of an abstract or often a mere tabulated outline which, it is hoped, will be as valuable for those for whom it is intended as a more complete literary form. Detailed arguments are omitted.)

This report on an Amateur Law is based on the reports of the Committee of 1907 on Summer Baseball and the supplementary report of 1908. The original report† gave the country-wide situation as to facts, an analysis of popular arguments, the positions assumed by different debaters and stated briefly the two ultimate questions underlying all problems in amateur athletics, i.e. the function and place of athletics in educational institutions and the psycho-social validity of the principle of amateurism. The supplementary report‡ gave a fuller treatment of these two ultimate questions.

As these two ultimate questions dominate all considerations in the framing of a law of amateurism, we present here in logical order the fundamental propositions involved in our problem. *This report therefore is divided into three divisions:* one dealing with the function and place of athletics; the second dealing with the general problem of amateurism, eligibility and control; and the third dealing with laws based on the principles given. The viewpoint is always first, the larger problems involved in the competitive play life of the nation, which is then narrowed to our special purpose.

DIVISION ONE: THE NATURE, FUNCTION AND PLACE OF ATHLETICS.

I. *The nature of athletics—classes.*

1. Historically there have been two classes of athletics—the amateur and the professional.

2. The amateur activities have been the practice of multitudes of boys and young men and men of middle age and even men well advanced in years. The professional activities have been the practice of the few and in spectacles attended usually by multitudes of spectators.

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‡The division on the Function and Place of Athletics has not been printed: The division on the Psycho-Social Foundation of Amateurism was partially printed as the "Foundation of Amateurism," by C. W. Hetherington, AMERICAN PHYSICAL EDUCATION REVIEW, November, 1909.

II. *The nature and function of athletics as play.*

1. Athletics are a phase of play.
2. Athletics are peculiarly adolescent plays. They arise and develop with the sex and social impulses. They are both social and competitive in nature and each form has its antecedent in simpler plays and games of childhood.
3. Play is Nature's method of education. The development of all human capacities from infancy to maturity depends fundamentally on play. Vigorous play activities during adolescence complete the development of the fundamental powers upon which the individual depends for constitutional power, strong expression and social adjustment and service. While hard muscular work may secure many of these values, yet vigorous competitive play in adolescence is Nature's instinctive method.

III. *The nature and function of athletics as a spectacle.*

An analysis of the function of the professional activities may be summarized in a word: *They are for the amusement of the spectator* who is willing to pay the athlete for an exhibition of exceptional skill. As will be seen more clearly later this sets professional athletics off sharply from the function of athletics as play.

IV. *The place of athletics as play.*

A. A study of the demands of the growing organism based on careful observations and extensive experience indicates that vigorous muscular activities should occupy from one-fifteenth to two-fifteenths of the entire college curriculum because it takes this amount of training to complete fundamental development and give the individual command of his inherited functional and nervous resources.

B. It is well known that the playground or athletic field is a laboratory of conduct, of moral training, of discipline for citizenship. Youth lives out race tendencies in play and these may have good or bad expression. Play activities are transmitted by tradition or instruction. Children learn most plays by imitation while youth often requires formal instruction. The results of this, Nature's laboratory method, may be good or bad according to leadership. Therefore society and education are vitally interested in this fundamental educational influence. Interest in the youth of the nation as well as self-interest is compelling all educational institutions and all social-welfare or humanitarian institutions to take over a systematic and scientific guidance of the play and athletic impulses.

C. From these premises we come to the following conclusions which rank as educational principles for the administration of athletics.

1. Educational institutions and especially colleges must organize and control athletics as an educational force for the whole student body. Every student during the period of growth and development should have a *full normal play life* such as meets his needs and inclinations. To provide this is and should be part of the sacred duty of every school of every grade. The college age is the last chance age for gaining the results of vigorous muscular activities.

2. This demands a plant, an instructing staff, and an organization that appeals to the impulses, pride, social ambitions and all that is best in earnest boys and young men. By meeting these demands it has been shown that all students may be drawn into some phase of athletic activities.

a. A college, for instance, should support a series of athletic fields sufficient to meet the needs of all students enrolled, and for these fields there is usually as much reason as for a gymnasium.

b. The college also should support a staff of educators that will give enthusiastic leadership and direct the play impulses in sane and moral lines. Leadership that gives inspiration and stimulus irrespective of athletic capacities is the primary influence that draws the many into athletic activities.

c. The college should support an organization that conserves play as a proper activity for the whole mass of students, not simply for a few unduly skilled performers. Where intercollegiate athletics exist they should represent a final or most advanced stage of athletic development in the student body and should inspire respect and help to stimulate all to healthy activities. An organization of collegiate athletics for the whole mass of students is essential for healthy intercollegiates, and unless intercollegiates can be organized as a phase of the physical educational system and rigidly administered as advanced work they should be abolished.

3. We see therefore that athletics in educational institutions cannot and must not be organized or administered for the amusement of spectators or satisfaction of partisans. If they are they will inevitably lead to methods and practices that vitiate and may destroy an educational organization. The demands of the partisan will be heeded. No objection exists, perhaps, to the presence of the spectator except his own inactivity. Anyway, college students should be educated in the manner of expressing the spectator's impulses, but they must be educated to support the "hands off" policy in educational athletics. College athletics are not primarily exhibitions; this is the function of professional athletics.

4. Again athletics must not be organized or administered on advertising concepts. Athletics *have* extended the knowledge of colleges into the furthestmost classes of society and in many instances to the detriment of the college and the informed. Statistics show, however, that winning teams do not advertise the college

as enthusiastic partisans think and the doctrine leads to a tolerance of all the evils which afflict the college through the exaggerated importance of intercollegiates.

DIVISION TWO: THE PROBLEM OF AMATEURISM AND CONTROL.

Amateurism, as our practice exists, is but a phase of eligibility and a system of control. To be understood practically these must be studied in their relationships.

There are three phases to the study of the problems of amateurism, eligibility, and control, as follows:

1. An analysis of the psychological and sociological foundation of amateurism and eligibility.

2. The study of the origin and aim of current regulations, eligibility, and amateurism.

3. The study of the practical problems to be dealt with in different organizations and in different groups of individuals.

Satisfactory laws on amateurism and control must be based on investigations along all three lines. For each phase we present outline studies in three sections. In each case we outline the larger problems involved in our national competitive play life as the setting for our problem and expand those parts that are most useful to the committee's special object. The first study determines the ultimate nature and need of amateurism, the third determines the form of any law.

Section One. Analysis of the Psychological and Sociological Foundation of Amateurism.

- I. *A study of athletics shows that there are two classes of interests deeply seated in human impulses and emotions that give rise to athletics and chiefly control their development. The problem of amateurism is centered in these interests and their development.*

- A. One class of interests grows out of the spontaneous muscular activities and pleasures which begin in infancy and continue naturally through middle life. These interests are Nature's ways of securing the beneficial results to the individual of play and athletics. The all-sufficiency of these interests as a motive is amateurism and the motive as an attitude of mind determines amateurism. In the infant the play impulse and amateurism are identical. We are all naturally amateurs. We are made into professionals. Nature's aims, educational interests in athletics and amateurism are one. This makes a clear-cut distinction between the concept or principle of amateurism and any law of amateurism. (For fuller treatment see Foundation of Amateurism opposite citation.)

B. The second class of interests in athletics is that of the spectator. Human nature loves any fighting spectacle. This interest creates the professional motive. The spectator is willing to pay for the satisfaction of his impulse and interest. Certain individuals with skill are willing to accept pay for the exhibition of their skill. The process goes further; the spectator often creates motives that bridge the gap between the play motive and the professional motive. Partisan rivalry demands skill that is the product of businesslike effort and specialization. Players naturally tend to ask, What is there in it? This question the spectator tends to meet by extra appeals, "honors" and rewards. Petty money motives are developed. Consequently the motive that desires reward for play or that satisfies the spectators' interest for economic reward is professionalism. The concept of professionalism complements that of amateurism: it is the attitude of mind that determines the root of professionalism, an attitude that has no connection with the meaning of play. There is no objection to it, but it is not play. Here again we make a distinction between the principle and the law. The principle is based on impulses as deep as human nature, the law is man made.

II. *The validity or necessity of a law of amateurism or professionalism that shall attempt to regulate these motives depends (1) on the factors controlling the development of the play impulse into habits, (2) the influences of the professional motive among these factors, and (3) the social influences that grow out of the development of each.*

This must be considered both from the standpoint of the contestant and that of society.

A. All play as all education is controlled by a classification of individuals into groups determined by difference in sex, height, weight, strength, temperament, opportunities, social influences or stimulus, intellectual and social ambitions. Without a proper classification the play impulses are not properly expressed and both body and mind suffer in development. Where emulation is strong as in competitive play or athletics, pride and the demand for an equal chance to succeed creates a more rigid classification. The psychology of contests is bound up largely in the chances of winning. There arises the Law of Competition or a demand for a fair chance among equals. This classification of equals has been extended to social position; it may be extended to cover any elements where individuals differ in personal powers or social opportunities. *The principles of classification* grounds the whole philosophy of eligibility for play: the *Law of Competition* expresses the chief principle governing contests from the standpoint of the contestant. Here we have the ultimate principles determining the development of athletic play habits. We must

secure play for all youth. All questions of regulations refer ultimately to these principles.

B. The question is then: *Does the professional motive have such effect on the play life of youth that it must become an element in classification and be governed by law?*

1. Concerning the effect of the *bona fide professional* there is no debate. When brought in contact with the amateur, the latter in general has no chance to win and disappears from such competition under the law of competition.

2. The difficulty lies with the *petty professional* who adds to his economic income or material wealth through irregular or intermittent professional acts. Investigation shows that even petty professional experience makes in general for superior ability that outranks in general the devotee of the pure play impulse. The contest between the two is in general unfair. The latter is defeated, and in general by the law of competition ceases to compete unless put into a separate class. This is especially true of those struggling for a higher social and intellectual training as in the case of college students.

3. To the professional and the spectacle for the amusement of the public, there is perhaps no objection, but all competition cannot be professional. All youth cannot be given material reward for participation in athletic activities in order that they may secure the education values of athletics; yet all youth should have these values. Therefore youth must be taught to play and be protected in play for the simple satisfaction of the play impulses. The interests of society and education demand that the play impulses be kept pure. Play for its own sake and for the exercise, training and social pleasures involved are practical social and educational necessities.

4. The tendency to the elimination of the play motive by the petty professional motive has, if uncontrolled, far-reaching results and social influences.

a. Teams tend to become more and more made up of a special class of players with the petty professional motive. By the process the majority of the average youth are eliminated from participation and the organization discourages hope of participation in those contests which represent the social group and in which the emulation, the stimulus, the pleasures and the discipline are greatest. Society must take an interest in this uneducational and socially unwholesome process.

b. The average youth must either submit to elimination or gain experience by specialized effort, usually with strong temptations towards the development of professional motives and in baseball especially towards professional experience. Professionalism breeds professionalism. This common situation presents two practical problems of great social significance.

First: The average well-trained and earnest youth in the college will not make the specialized effort nor accept petty material inducements for so doing to satisfy the desires of partisans. Educators will foster this attitude. To the ambitious time is valuable; a disproportionate amount of time cannot be spent on things purely physical and recreative. Among college boys the influences here are striking. They tend to withdraw from athletic participation in proportion as the athletic administration disregards their higher interests. *What these boys need is not material reward but their athletic rights.* They have a right to the education in athletics without a loss of cultured life. They have a right to enter an athletic organization that is primarily concerned in conserving these rights. *A system that discourages either general culture or the education contained in athletics must be condemned.* In so far as the petty professional tends to create a situation requiring an excessive expenditure of time in sports, he must be legislated out of existence. When the time element and culture interests are not considered, athletics tend to become *the exclusive practice of the crude* who will specialize for the petty "glory" and rewards involved. Inevitably the status of athletics as play is lowered in public esteem. Among the serious classes social sentiments develop that are dangerous to the physical and social welfare of boys. The boy of good social training conceives of athletics as something foreign to his life and education. Athletics are for those other fellows, the motor specialist, "the material." He tends to lose all sense of the meaning of athletics for himself. The public tends to lose sight of the distinction between athletics as a spectacle for the pleasure of the spectator and athletics as play for the pleasure and education of the boy.

Second: A system that tempts youth into professionalism is unsocial. Professional experience and its associations are unwholesome. Making an exhibition of one's self for money or material inducements before a crowd of pleasure seekers or partisans is not calculated to develop the best type of character or intelligence for American citizenship. The appeal is low in the scale of character and social values and is associated with all the petty vices of human nature. This is not the atmosphere in which educators and social workers wish boys to be educated. They must condemn it for any large number of boys. Colleges especially cannot afford to be educating youth who subject themselves to such influences.

5. It is clear, therefore, that *if we are to have any highly organized interesting athletics that are strong in wholesome rivalry and that will appeal to the average intelligent self-respecting boy in the later adolescent period, and also command public esteem, the athlete with the money motive must be eliminated from the contest with the athlete with the amateur motive.* THIS CLASSIFICATION IS THE LAW OF AMATEURISM. Therefore such a law

is not only psychologically and sociologically sound but it is a practical necessity in a democratic society if play is to be a democratic or educational influence.

C. We come back to the functions of the athletic impulse and the interests of society and education in the expression and development of this impulse.

1. To the functions of athletics and the educational influence in athletics the product of the spectators' interest and the professional motive, unregulated, is absolutely opposed. Naturally those who have no interest in education or social welfare, but who have a strong interest in the spectacle, or a strong partisan interest or a material interest in the contest are indifferent or opposed to regulations.

2. To secure the educational results society in general and educational institutions in particular must struggle to *develop a system of administration and public opinion*, (a) that will preserve pure the competitive play motive as a national educational force for the many as against the sordid motives of a few and the interests of spectators or partisans; (b) that will preserve the principle of fairness in competition as the law that dominates play for the many as against the desires of a few selfish seekers after honor or gain and the desires of selfish partisans; (c) that will preserve the educational results in athletics that inspire the respect of the intelligent.

3. To avoid the uneducational results society in general and educational institutions in particular must struggle against a *careless and ignorant public opinion and suppress a system* (a) that tends to eliminate the many and overspecialize the few; (b) that tends to handicap the pure play motive and to stimulate questionable activities; (c) that tends to allow the crude and illiterate to usurp the most stimulating play activities.

D. To summarize this section, the necessity of control comes about through (1) the nature of athletics; (2) the necessity of classification for fairness in competition; and (3) the interests of society in the results of play.

Section Two. The Origin and Aims of Current Regulations, Eligibility and Amateurism.

I. The origin of eligibility regulations is still lost in history.

The English *Sporting Life* recently published a report of inquiries into amateurism and refers to origins as follows:

"So far as we are able to determine from delving into the records of the past, in every country men who gathered freely together to practice a game or a physical exercise in common have endeavored to add to their enjoyment or to increase their strength or suppleness by the stimulus of emulation. Their goal was

noble, and its lustre was not dimmed by the intrusion of financial interest. The careful conservation of these traditions maintained the reputation of those associations. Their watchwords being such as 'Mens sana in corpore sano' and 'Ludus pro patria' proved their singleness of purpose, and commanded for them the sympathy of all.

"The founders of these societies and associations had drawn up strict rules, the observance of which guaranteed the continuance of a proper code of athletic morality, and that disinterestedness and similarity of social condition that they desired to find in the companions of their games. Little by little all those societies were led to organize competitions, the object of which was to provide opportunities for their respective members to compete their strength and suppleness of limb. New rules were necessary to fix the conditions of the trials and the prowess of competitors. The prizes awarded were of increasing importance, but the glory of victory remained the only desirable goal. The competitors were always amateurs in the true sense of the word.

"It was bound to happen by force of circumstances that among the great number of adepts of this or that game or exercise there should be some who would not be content with the honor of winning, and who would seek to utilize their skill for financial purposes. This was a danger which threatened the *bona fide* amateurism of these trials of athletic rivalry, in which the ardent and disinterested adepts of physical exercise liked to meet.

"England was the first country to be affected by this evil, and she was the first to take measures to ensure that purely sporting competitions should be restricted exclusively to amateurs. Those, however, who were responsible for the government of athletic sports in that country had to determine who was an amateur, and how one could lose that qualification. After much delay at last came a definition. It is old to-day, but it was used as a model for most of the transatlantic and continental definitions.

"The definition lays down a principle that one ceases to be an amateur by:

1. "Receiving a prize in cash.
2. "Competing with or against a professional.
3. "Receiving a salary as a professor or teacher of physical exercise.
4. "Entering competitions open to all comers.

"One perceives immediately that the disqualifications laid down by this formula are based on causes of unequal importance, and that if in the past the English definition has been comprehensive enough for certain peculiar difficulties, it does not meet the present needs."

The article quoted discusses these original elements under four headings: (1) money, (2) contact with professional, (3) teach-

ing, (4) relation of individual to organization. The first three in final analysis refer to motive. So here at the beginning there are rules that cover the fundamental point and rules that exist only for control.

II. *A comparative study of the regulations of different organizations shows them to consist of a few essentially similar groups.*

A. *All regulations may be grouped under three heads:*

1. Regulations on amateurism and eligibility.
2. Regulations on inter-institutional relationships intended as a system of control, such as registration, certificates of eligibility, protests, etc.
3. Regulations on internal administration such as (in colleges especially) authority in control, competitors allowed, length of schedules, control of finances, period of training, etc.

B. *The eligibility regulations of different organizations cover:*

1. A definition of an amateur.
2. A requirement to use one's own name.
3. Membership in the organization which is tested by length of residence with special residence after a transfer of membership and in educational institutions by scholarship and a limit of time of competition, etc.
4. A classification by experience—novice, senior, junior.
5. A classification among the immature, by sex, by age, by height, weight, strength, etc.

C. *All rules of eligibility in all organizations, it will be seen from the above, consist of three primary elements.*

1. A classification by motives.
2. A classification by powers for fairness in competition.
3. A classification by membership.
- D. This reduces the rules to the fundamentals.

All complications in the rules have developed as protecting measures to meet the practical difficulties in administration.

Membership suggests institutional interests. With this interpretation we come practically to the same elements found under our psycho-social analysis.

Section Three. Practical Conditions and Problems of Classification and Control.

All rules and regulations are determined by practical conditions that exist in athletics and that arise in attempting to secure social and educational aims. A solution of the problems of amateurism and control can be reached only by a conscientious and unbiased study of all these conditions and the problems that flow from them. The conditions give two classes of problems: Problems in classification and problems in organization for control.

I. Problems in classification.

The conditions determining a classification change with age periods, with institutions and with activities as well as with motive. Therefore one set of rules will not be adapted to all conditions. The following outline will present in general the conditions and the problems:

A. Differences in the sexes, age periods and periods of development.

1. The classification changes with the sexes: among males, for example, it is approximately as follows:

- a. Before eleven years of age.
- b. Between eleven and fourteen, divided by development, height, weight, experience, etc.
- c. Between fourteen and eighteen, divided by development, height, weight, experience, etc.
- d. Between eighteen and twenty-two, divided by development and experience.

e. After twenty-two years of age divided by experience.

2. The problem of motive has a different significance in the earlier and later groups.

3. The college age is the most difficult age because the boy's capacities and the man's capacities overlap, and because ideals are often fixed earlier. The college problem can be solved, probably, only by solving the problems of the earlier periods at the same time.

B. Differences in institutional conditions, needs and aims.

Each of the following institutions have broad interests in athletics and the problems of control are quite different in many of them. In framing laws each of these institutional interests must be considered.

1. Educational institutions.
 - a. Elementary schools.
 - b. Secondary schools.
 - c. Normal schools.
 - d. Colleges (undergraduates).
 - e. Universities and professional schools (graduates).
2. Playgrounds.
3. Young Men's and Young Women's Christian Associations.
4. Sunday schools and churches.
5. Social settlements.
6. Boys' clubs.
7. Fraternal organizations, Turners, etc.
8. Adult athletic clubs, military associations, etc.

C. *Differences in activities—physical demands and influences.*

1. Activities adapted to each age and to different institutional conditions.
2. Activities that are both professional and amateur.

D. *Conditions under motive.*

The following outline gives the acts and conditions that indicate motive or create problems concerning motive. The different cases have different emphasis in different age periods and in different institutions. Each act must be settled according to the effect it has on the competitive play life of the nation through all age periods and through all institutional interests.

1. *Direct financial reward.*

a. Acts.

- (1) Salaries and fees.
- (2) Cash prizes.
- b. Question of reinstatement.

2. *Indirect financial reward.*

a. Acts.

- (1) Betting.
- (2) Selling prizes.
- (3) Receiving donations, inducements, premiums. *
- (4) Competing for an organization from which a salary is received.
- (5) Receiving share of gate receipts.
- (6) Receiving gifts of equipment of sport.
- (7) Receiving reimbursements or expenses.
- b. Question of reinstatement in each case.

3. *Teaching.*

a. Cases.

- (1) Competing in activities in which one is a professional teacher.
- (2) Competing in activities in which one is not a professional teacher. Does professionalism in one activity constitute professionalism in all?
- (3) Competing for an institution while teaching any subject. May cover salary.
- (4) Past teaching and status after teaching is discontinued.
- (a) Teaching in different lines and effect on skill in other lines.
- (b) Length of time engaged in teaching and effect on skill.
- (c) Teaching before maturity and effect on skill in maturity.
- b. Reinstatement in each case.

4. *Contact with a professional.*
 - a. Individual can be made a professional only by motive and practically only by act that reveals motive.
 - b. Question of influences of contact with professional.
 - c. Difficulty of controlling motive if contact allowed.
5. *The reformed professional.*
 - a. Motive may change but question of skill and effect on other individuals remains. Difference in significance in different activities and at different ages.
6. *Relation of individual to organization.* Technical violations of a system of control.

II. *Problems in organization for control.*

- A. *Associations—local, district, national.*
 1. Need of organizations for control and educational work. The need of coöperation. Federation of institutional interests.
 2. Isolated districts where population is scarce vs. thickly populated districts.
 3. Institutions of different sizes, as small colleges vs. large.
- B. *Classes of associations and teams to be sanctioned.*
- C. *System and methods of control.*
 1. Membership.
 2. Registration and certificates.
 3. Question of sanctions.

Conclusion: It seems clear from a study of the points given above: first, that there is a common general principle of amateurism and professionalism lying back of all institutional interests on which all can agree; secondly, that no institutional interest can solve its athletic problems alone, for it is part of a national problem; thirdly, that no institutional interest can frame rules for all other institutional interests; fourthly, that each institutional interest must frame regulations covering its own technical conditions; fifthly, that in framing technical regulations each institutional interest must coöperate with other institutional interests for mutual help in securing a socially wholesome and nation-wide competitive play life.

DIVISION THREE: RECOMMENDATIONS.

The recommendations of your committee are based on the principles and studies outlined above.

The committee recommends a general law that is adapted to all age periods and to all institutional conditions; it then lays down the conditions existing in colleges and gives suggestions on regulations necessary for the control of these conditions.

I. *The general definition of an amateur and a professional.*

A. In contrast to the present method of defining an amateur as one who has never committed certain technical acts, the committee proposes to formulate the principle of amateurism and professionalism into a positive general law, as follows:

1. An amateur in athletics* is one who enters and takes part in athletic contests purely in obedience to the play impulses or for the satisfaction of purely play motives and for the exercise, training and social pleasures derived. The natural or primary attitude of mind and motives in play determines amateurism.

2. A professional† in athletics is one who enters or takes part in any athletic contest from any other motive than the satisfaction of pure play impulses or for the exercise, training and social pleasures derived, or one who desires and secures from his skill or who accepts of spectators partisan or other interest, any material or economic advantage or reward.

B. *Nature of the law.*

1. The definition formulates the concept or principle of amateurism and professionalism into a new law that covers every possible case that may arise. It is the most general law possible and is as logical for the infant as for the adult, for the elementary school as for the athletic club, for a child's games as for baseball or track athletics. Its meaning is apparent to the layman as well as to the expert in athletics.

2. The definition is proposed tentatively, as no single institutional interest, like the college, can make a general law effective without the coöperative sanction of all other institutional interests and this can be brought about only by a convention of the different institutions.

3. The rule gives no interpretation of technical cases and no protecting regulations or methods of control. Even medals would have to be allowed under an exception. These technical regulations must be added to fit the needs of the different age periods and the different institutions according to the practical problems to be met that tend to destroy general and wholesome competition. Only experienced men in each institution who are primarily interested in the educational functions of athletics and not the pleasures of the spectator can formulate these technical laws.

4. The committee proposes technical regulations for the college only and to secure the functions of athletics as formulated above.

*The term athletics is here used generically to include all games and competitive sports as well as track and field athletics.

†The term professional is here used to include both the bona fide professional and the petty or technical professional.

II. *Conditions in colleges.*

A. *General conditions.*

1. The college age is one of great susceptibility to the influence of athletic ideals and standards, the expression of which leaves a lasting impression. Hence the college must be most solicitous concerning the influences of activities carried on under its auspices.

2. The college age is the most difficult age for athletic administration. Boys are merging into men so there are boy's powers and men's powers as well as all the products of temperament, opportunities and earlier habits to be classified. It is the age of developing independence and self-confidence which is hard to direct.

3. College practices are powerful influences with reference to boy ideals. What college boys do will be followed by boys in earlier stages of development. Therefore the college is under obligations to protect by its standards the play impulse in all age periods below that of the college.

B. *Conditions for control in colleges.*

1. *Recruiting or proselyting.*

a. *Forms:* Persuasion accompanied by exaggeration of opportunities in athletics, aid in getting to college, promises of positions, promises of expenses paid directly or indirectly, etc., etc., all of which strike at the heart of play and which lead inevitably to corruption.

b. *Control and regulations.*

(1) Education of faculty, student body and secondary school teachers and students. An aroused public opinion concerning the far-reaching and debauching moral influences of proselyting is the ultimate safeguard.

(2) For accepting any material inducement or for misrepresenting acts in certificate or when questioned—expulsion from the college.

(3) For offering inducements (by student or college official)—dismissal from the college.

(4) Require fifteen entrance units before participation.

(5) Require one year's residence and a full year's work before participation in any inter-institutional contest in any sport. Allowing freshmen to play freshmen inter-institutional games largely nullifies the residence rule.

2. *Securing reward for competing for the college.*

a. *Forms of reward.* Unduly lucrative work, salary for fictitious work, lucrative privileges, gifts under fictitious loans, board and room expenses, fictitious bets, etc., etc., all of which cover corrupt motives.

b. *Control and regulations.*

- (1) Education of faculty and students. Public sentiment.
- (2) For accepting inducements or material reward—expulsion from the college.
- (3) For giving inducements or material reward (by student or official)—dismissal from the college.
- (4) Observation of financial careers of prominent athletes, and investigation of suspicious cases.
- (5) Bar students who receive a salary from the college or the athletic association for instruction of any kind.

3. *Competing outside the college during college course.*

a. *Forms:*

Competing in track meets for clubs or other organizations; playing baseball during the summer; miscellaneous games in basket ball and football, etc.

b. *Control and regulations.*

(1) *In track and field athletics.*

(a) Either prohibit entirely during school year or allow to compete under college colors only or unattached in meets under auspices of sanctioned institutions and require vouchers.

(b) Allow during summer with sanctioned institutions.

(2) *In baseball, other team games and miscellaneous.*

(a) *First proposal:* Any person who plays under an assumed name or who plays in a contest on any team for any organization in part supported or in any way representing or attached to a business firm, corporation, hotel, resort, or place of amusement, or in any way controlled by an individual or company where any individual receives dividends or compensation from gate receipts or from contributions or donations from supporters or spectators shall be presumed conclusively to have become a professional.

(b) *Second proposal:* Any person who plays under an assumed name or in a contest at which an admission fee is charged, except as a member or representative of a sanctioned team, etc., shall be presumed conclusively to have become a professional.

(c) The acts mentioned do not raise merely a presumption of violation which may be rebutted by evidence produced by the alleged violator, but on the other hand, raises a conclusive presumption which cannot be rebutted.

(d) It is not intended that this rule should prohibit playing on teams representing and controlled by sanctioned organizations. We propose the term "sanctioned organizations" for associations in colleges, public schools, playgrounds, churches, Young Men's Christian Associations, etc., which are recognized by the parent institution and under the administration of regularly employed officials and which are members of and sanctioned by their gov-

erning bodies. It is impossible for colleges to control the outside competition of their students without securing the coöperation of and without coöperating with other educational and social-welfare institutions.

(e) These regulations aim to draw youth away from contact with petty professional teams supported and encouraged by a local sporting group or commercial interest and to stimulate competition on playgrounds with play directors under regularly constituted educational and social-welfare institutions.

4. *Acts previous to entering college.*

a. We propose the following rule covering past acts that indicate motive tentatively and for immediate use.

b. Any college student shall be ineligible who has ever secured or received any remuneration or consideration of any sort for his skill or services in any branch of physical exercise as performer, player, instructor, or otherwise, apart from such necessary expenses as are actually incurred as a member of a sanctioned permanent amateur organization in connection with occasional amateur contests.

c. Better or perhaps more just regulations can be secured only by the coöperative efforts of official expert representatives from the different institutions interested in athletics in session together. The past is determined by other institutions than the college. Such an official gathering it is hoped can be brought together during the next year.

Respectfully submitted,

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