

Record Book of Related Sports



This record book contains archived results for “State Championships” of sports not sponsored/not yet sponsored by the MPSSAA, pre-dated the formation of the MPSSAA, or were a result of segregation in the public schools.

These records are now included in the respective Fall, Winter, & Spring MPSSAA Record Books.



table of contents

<u>Sport</u>	<u>Pages</u>
Introduction & Acknowledgements	2
Segregated School Sports	3
Girls Basketball	4
Girls Field Ball	5
Girls Field Hockey	5
Boys Soccer	6
Boys Track & Field	7
Girls Volleyball	7
Historical Perspective	8

Introduction & Acknowledgements

This record book contains archived results for “State Championships” of sports not sponsored by the MPSSAA, not yet sponsored by the MPSSAA, pre-dated the formation of the MPSSAA, or were a result of segregation in the public schools. These records are now included in the respective Fall, Winter, and Spring MPSSAA Record Books. There are many gaps in this historical document and therefore we see this as a continual “work in progress” to fill those gaps and add information that currently does not appear when concrete proof/data is available. **Please free to provide us with additional information by emailing us at athletics@mpssaa.org.**

The information listed on pages 4 through 8 are the result of a 15-year quest by John Horine of Myersville to include this information on our website. In an unbelievable display of passion and commitment, John conducted his research all over the state. He is on a first name basis with almost all of the reference desk librarians at every county in Maryland and has visited the Enoch Pratt Library and Maryland State Archives. He and his wife traveled to the Eastern Shore, Western Maryland, and Southern Maryland for overnight research trips where he visited many of our high schools to view yearbook information firsthand. Not only did he produce copies of newspaper articles, he made written summaries and organized them by sport and year which are all now safely kept in the archival files in our office. Some interesting facts from those articles were:

- ~ In Boys Basketball, one player scored more points than the entire opposing team.
- ~ A Girls Basketball State Semifinal game for the Eastern Shore title broke a tie game using foul shots.
- ~ State Soccer games used corner kicks to break ties.
- ~ A Field Ball State Championship was won by forfeit.
- ~ A letter to the editor in 1949 addressed concerns that some counties were allowing girls basketball players to take two dribbles while others were only allowing them to take one dribble in the 6-player version of the game.

John, we are indebted to you and thank you for all of your hard work and patience!

Another thank you goes out to a young lady who was the first high school student intern that we have had in our office, Atholton's Juliet Nierle. Juliet asked to join our office for a class she was taking and ultimately conducted research and a final paper. Not only did she provide us with an invaluable set of helping hands, she produced the historical research paper on pages 9 -14 that will now reside here permanently. Juliet, we enjoyed working with you and were thrilled that this topic was of interest to you and now helps to tell the story of high school interscholastics sports in Maryland.

June 5, 2020

Segregated Schools' Team Champions & Finalists, 1948-51

BOYS BASKETBALL

<u>YEAR CLASS</u>	<u>CHAMPION</u>	<u>COACH</u>	<u>FINALIST</u>	<u>COACH</u>
1948 D	North Street-37 (Hagerstown)	Hensoley	Easton-20	
1950 State Semis (Western Shore)	North Street-65 (Hagerstown)		Havre de Grace-21	
1950 State Finals	North Street-46 (Hagerstown)		Carver-39 (Elkton)	
1951 C-State Semis (Western Shore)	Lincoln-58 (Frederick)		Bel Alton-34	
1951 C-State Finals	Carver-45 (Towson)		Lincoln-44 (Frederick)	

GIRLS BASKETBALL

<u>YEAR CLASS</u>	<u>CHAMPION</u>	<u>COACH</u>	<u>FINALIST</u>	<u>COACH</u>
1948 D-State Finals	Carver-14	Charles Waterman	Easton-12	

BOYS TRACK & FIELD

<u>YEAR CLASS</u>	<u>CHAMPION</u>	<u>COACH</u>	<u>FINALIST</u>	<u>COACH</u>
1950 B	Sollers Point-91.5		Lakeland-26	
1950 C	Bel Air-51		Lincoln-50.5	

GIRLS TRACK & FIELD

<u>YEAR CLASS</u>	<u>CHAMPION</u>	<u>COACH</u>	<u>FINALIST</u>	<u>COACH</u>
1950 B	Bates-53		Worcester-26	
1950 C	Bel Alton-41.5		Havre de Grace-26.5	

Girls Basketball Team Champions & Finalists, 1947-49

<u>YEAR</u>	<u>CLASS</u>	<u>CHAMPION</u>	<u>COACH</u>	<u>FINALIST</u>	<u>COACH</u>
1947	A	Kenwood-36		Hagerstown-13	
1947	B	Cambridge-21	Ed Walters	Westminister-20	
1947	C	Easton-16	Mary Brooks	Greenbelt-15	
1947	D	Gwynn Park-28	Mrs.Schaeffer	Hurlock-10	Violet Weller
1948	A	B-CC-47		Wicomico-14	Edythe Trigiani
1948	B	Bel Air-22		Cambridge-21	
1948	C	R.Montgomery-32		Denton-19	
1948	D	Gwynn Park-34		Mardela-14	Bill Twilley
1949	A	B-CC-41		Annapolis-28	
1949	B	Westminister -33	Zellman?	Cambridge-20	
1949	C	Easton-36		R. Montgomery-22	
1949	D	Williamsport-38	Richard Doub	Hurlock-23	

Girls Field Ball Team Champions & Finalists, 1946-48

<u>YEAR CLASS</u>	<u>CHAMPION</u>	<u>COACH</u>	<u>FINALIST</u>	<u>COACH</u>
1946 A	Kenwood-10		Frederick-1	
1946 B	Westminister	Miss DuVall		
1946 C	Easton-8	Mae Brooks	Boonsboro-6	
1946 D	Federalsburg-2		Middletown-0	
1947 A	Frederick-4		Annapolis-2	
1947 B	Westminister	Miss DuVall	Bel Air	
1947 C	Centreville-3		Middletown-1	
1947 D	New Windsor-3	Virginia Saunders?	Pittsville-1	
1948 A	Frederick-5		Annapolis-2	
1948 B	Westminister-2	Mrs. Sellman	Cambridge-0	
1948 C	Easton-7		Boonsboro-3	
1948 D	Friendsville-forfeit	Wilbur Glenn	Mardela	Henrietta Jones

Girls Field Hockey Team Champions & Finalists, 1946-48

<u>YEAR CLASS</u>	<u>CHAMPION</u>	<u>COACH</u>	<u>FINALIST</u>	<u>COACH</u>
1946 A	Towson-6		Frederick-0	
1947 A	Kenwood			
1948 A	Kenwood			

Boys Soccer Team Champions & Finalists, 1918-48

<u>YEAR</u>	<u>CLASS</u>	<u>CHAMPION</u>	<u>COACH</u>	<u>FINALIST</u>	<u>COACH</u>
1918	Combined	Catonsville-4		Wicomico-1	
1919	Combined	Catonsville-2		Wicomico-0	
1920	Combined	Sparrows Point -3		Pocomoke-0	
1921	Combined	Catonsville-4		Denton-0	Shane
1922	Combined	Federalsburg-1	Thomas E. Riggin	Gaithersburg-0	Fred Filiberger/Fred Animon
1923	Combined	Barton-3	Benny Artigiani	Denton--0	
1924	Combined	Barton-3	Benny Artigiani	Federalsburg-0	Charlie Fitzberger
1925	Combined	Barton-14	Benny Artigiani	Easton-0	
1926	Combined	Havre de Grace-10		Federalsburg-3	
1927	Combined	Sparrows Point-1		Easton-0	
1928	Combined	Catonsville-11		Crisfield-0	
1929	Combined	Middletown-7	William E. Hauver	Easton-2	
1930	Combined	Chestertown-4 (4OT's)		Hancock-3	
1931	Combined	Glen Burnie-5	Bell	Chesapeake City-0	McBride
1932	Combined	Bruce-4	John "Chip" Grindle	Chesapeake City-0	
1933	Combined	Brunswick-2	Harry Smith	Cambridge-0	
1934	Combined	Hancock-3		Greensboro-2	
1935	Combined	Bruce-13	John "Chip" Grindle	Crisfield-1	Gimp Carrington
1936	Combined	Glen Burnie-3		Cambridge-0	
1937	Combined	Glen Burnie-Forfeit	Charles W. "Pop" Whayland	Crisfield	Gimp Carrington
1938	Combined	Henry E. Lackey vs. North East -- <i>Game was assumed to have not been played for reasons unknown.</i>			
1939	Combined	<i>State title championships abandoned for Soccer, B&G Basketball, & Field Ball in 1939.</i>			
1946	A	Sparrows Point-3		Beall-2	Eddie Finzel
1946	B	Dundalk-4		Bel Air-2	
1946	C	Centreville-2 (OT)	Carter Hickman	Sparks-1	
1946	D	Williamsport-3	Richard Doub	Greensboro-1	
1947	A	Beall-1	Eddie Finzel	Bladensburg-0	
1947	B	Greenbelt-3 (2 OTs; corner kicks 7-1)		Bel Air-2	
1947	C	Centreville-2	John Selby	Bruce-0	2--0
1947	D	Williamsport-1	Richard Doub	Delmar-0	Jim Mills
1948	A	Dundalk-2		Hyattsville-0	
1948	B	Beall-1	Eddie Finzel	Franklin-0	
1948	C	Centreville-4	John Selby	Aberdeen-0	
1948	D	Delmar-3	Jim Mills	Williamsport-2	Richard Doub

Boys Track & Field Team Champions & Finalists, 1946-50

<u>YEAR CLASS</u>	<u>CHAMPION</u>	<u>COACH</u>	<u>FINALIST</u>	<u>COACH</u>
<u>UNIVERSITY OF MARYLAND-COLLEGE PARK</u>				
1946 A	Balto. Polytechnic-54		Patterson Park-40	
1946 B	Bel Air-42		Brunswick & R. Montgomery-18	
1946 C	Sparks-24		Thurmont-22	
1946 D	Sherwood-30		Manchester-16	
<u>WESTERN MARYLAND COLLEGE</u>				
1947 A	Fort Hill-46	Bill Hahn	Frederick-25	
1947 B	Bladensburg-56		Bel Air-45	
1947 C	Easton-47		Richard Montgomery-26	
1947 D	Manchester-54		Thurmont-35	
<u>DUNDALK HIGH SCHOOL</u>				
1948 A	Hagerstown-55		Fort Hill-32	
1948 B	Bel Air			
1948 C	Easton			
1948 D	Manchester			
<u>DUNDALK HIGH SCHOOL</u>				
1949 A	Fort Hill-59.5		Hagerstown-31	
1949 B	Bel Air-89			
1949 C	Easton-73			
1949 D	New Windsor-35			
<u>THE McDONOGH SCHOOL</u>				
1950 A	Fort Hill-41.5		Montgomery Blair-39	
1950 B	Easton-62		Elkridge-46	
1950 C	Dublin (Harf. Co.)-70		Clarksville-45.5	
1950 D	None			

Girls Volleyball Team Champions & Finalists, 1948-49

<u>YEAR CLASS</u>	<u>CHAMPION</u>	<u>COACH</u>	<u>FINALIST</u>	<u>COACH</u>
1948 A	Towson-23		Bethesda-4	
1948 B	Bel Air (Won by Default)			
1948 C	Sparks (Won by Default)			
1948 D	Great Mills-24		Old Post-10	
1949 A	Towson-39		Hagerstown-11	
1949 B				
1949 C				
1949 D				

Historical Perspective On Pre-MPSSAA Interscholastic Sports

The historical perspective that follows was researched and written by MPSSAA student intern Juliet Nierle from Atholton HS who worked with our office during the 2018-19 school year. We thank Juliet for her time and energy on this class project.



High School Sports: The Evolution from Pastime to Staple of American Life

by Juliet Nierle

For Mrs. Burns - Intern Mentor

Atholton High School

May 11, 2019

ABSTRACT

When high school sports were just becoming popular in the early twentieth century, the state of Maryland scrambled to put together an organization that could regulate interscholastic competition. What they ended up with was the Playground Athletic League (PAL) in 1922. The initial responsibilities of the PAL extended to all age groups and to some activities outside of the high school system. Once the popularity of high school sports started to skyrocket, it became evident that a new system was necessary to handle the influx of interest in athletic competitions. The Maryland Public Secondary Schools Athletic Association (MPSSAA) was created with the more centralized focus of dealing directly with interscholastic activities for high school students. The installation of the MPSSAA is a real turning point in history because it meant that the state recognized the importance of high school sports to the public, and more specifically, to students. The data for this paper was collected using the meta-analysis method from multiple journals and studies. The data shows extensive differences between the PAL and the MPSSAA, while also displaying advancements in rules and regulations of different games. The studies create an interesting picture of the past, including a time when women and students of color were not encouraged to participate in high school sports. These records from before the MPSSAA must be compiled and released so that a substantial chunk of history is not forgotten.

INTRODUCTION

According to the National Federation of State High School Associations (NFHS), 75% of students are participating in a high school sport this year. There are almost eight million athletes nationwide, and this is the 29th straight year to see an increase in participation (NFHS). High School athletics have been a staple of the American education system and a favorite pastime for athletes and spectators alike since 1852, when Massachusetts passed the first legislation that required children to attend schools (Compulsory Education Laws: Background). Since then, the MPSSAA was instituted to oversee interscholastic competition and regulate amateur, high school athletics. The MPSSAA works year-round to make sure that every team is adhering to the statewide policies spelled out in their handbook. Some of their other tasks include deciding on new rules to make the games safer, picking out what equipment should be allowed, and recruiting qualified officials to umpire the various sports that are available to eligible students. Among the most prudent of their responsibilities is reporting the outcomes and events of the statewide competitions at the end of each season to the public. But what happened before the MPSSAA was around to organize all of high school athletics? In many different areas, high school sports have evolved and adapted with the technological advances but also with the changes in society. Some of these changes are technical like certain rules and regulations, but some of the changes are monumental, like the integration of minorities in sports.

REVIEW OF LITERATURE

The MPSSAA, the current governing body of high school sports, was predated by the Playground Athletic League, which was very different organizationally and served a completely different purpose. When it was first scraped together, “[t]he Playground Athletic League of Maryland [was] the product resulting from the amalgamation of the Public Athletic League and the Children’s Playground Association” (Burdick 13). These two organizations had overlapping responsibilities and were not entirely effective. The Public Athletic League, formerly known as Public Parks Gymnasia, was founded in 1903. The Children’s Playground Association was created in 1897 for the purpose of directing the play of children and the encouragement of the development of the play facilities of Baltimore (Burdick 13). Neither organization was really created for the purposes that the MPSSAA currently serves, but were appropriate for the climate and athletic activities of the time. The two were fused in 1922, establishing more definite divisions of responsibility, preventing overlapping of effort, and providing for a departmental plan of organization. The main purpose for high school sports in the early twentieth century was to keep children off of the streets of industrial cities and keep them engaged in something vaguely connected to their academics. Also, sports were introduced as an antidote to the ever-climbing drop-out rate of teens. Therefore, an association simply needed to keep kids in school and out of trouble--not deal with the modern complexities of conducting state wide activities.

When the PAL was established, it released a mission statement that created three major departments. The Play-



ground Department, embracing the free play and motor activities of children under ten years of age. This department may have governed what we now think of as a physical education department or athletics department for elementary schools. The Athletic Department, directing the organized, competitive athletic contests of adolescent boys and girls. The adolescent age group includes high schoolers, and athletic contests are directly referenced. This department, therefore, seems closest to the current role of the MPSSAA. The Adult Recreation Department handled the larger problems of community recreation and the intelligent use of leisure. This mission may have entailed running something along the lines of Columbia Associations or any other club style establishment specializing in athletic activities for adults. The Playground Athletic League was very community oriented and did not solely focus on one specific group like the MPSSAA currently does. The sheer breadth of the PAL was most likely one of the factors that eventually caused it to fail. To encompass all activities over all age ranges is a mammoth task, and in time the PAL would come to realize that they had bitten off more than they could chew. The MPSSAA was brought about to centralize and redistribute responsibilities in order to create a smoother running system.

Besides the three main departments of the PAL, the league had a few extraneous assignments that are worth noting. One of the jobs was to execute a fitness gram test. This test is still a staple of grade school education. This test is administered so that schools can track the athleticism of their students, and by extension, the effectiveness of their physical education program. The PAL was not solely focused on after school activities; "In addition to recreation, the P.A.L. was also concerned with tracking and improving the health of Maryland's youth" (Church). The tracking system of the PAL was far more elaborate than that of today. In a society where the only real exercise children were getting was from their schools, it was imperative to test every aspect of their physical ability and keep track of their progress. The League, for example, held state-wide, school-level "badge contests" to evaluate students' basic physical fitness. The top performers in each event were awarded medals for their accomplishments. The medals were engraved with a very specific image:

"The spirit of the League is symbolized in [Hans] Schuler's beautiful design for the League's medal. Here we have David in the act of slinging the stone at Goliath. David was the prototype of the Man of Galilee and typified all that rugged honesty, virile character and physical beauty and strength which we all desire for our boys today" (Church).

The medals were an incentive to do well on the fitness tests, and the image of David was meant to inspire participants to excel at athletics. The test for the medal was similar to a fitness gram test. The events were different for boys and girls. They were also very different from the events today; some of them were balance, leg raising, and far throw basketball (Burdick 76).

Maryland was not the only state to introduce athletics programs in its schools. In metropolitan areas like New York City in the early 1900's, children were not always in school when they should have been, and often they were on the streets by themselves, which led to dangerous activity. The New York Public School Athletic League (PSAL) was one of the very first of its kind. It predates Maryland's PAL- understandable, given the population difference and inherent safety concerns associated with living in a bustling city like New York City. Quickly, many other organizations, including the PAL, sprung up to emulate what seemed to be effective for kids in New York:

"Within the school program, Luther Gulick established the New York Public Schools Athletic League (PSAL) in 1903, and similar leagues were organized in 177 cities by 1915. The purpose was to encourage a healthy, strong body and mind through competitive exercises" (Malina).

Although different organizations emerged at different times and in different places, they all had the best interest of the kids in mind. Whether it was keeping kids off the streets and out of harm's way, or just creating a fun environment for some friendly competition, athletic leagues had and continue to have the utmost concern for the health and safety of their students.

Since the creation of groups such as the PAL or the PSAL, many changes have been made to the rules and regulations to conform to the social norms of the time. Most notably in modern day sports is the creation of Title IX, which ensures equality for women in educational programs, including athletics. But attempts were made long before Title IX to include women in athletic programs. Much earlier, before women were deemed able to participate in the same sports as men, sports were developed for women to play that were thought to match their specific strengths at the high school level. One of these games that was very popular in Maryland was field ball.

Field ball was first introduced and played in 1925. Many newspaper reports mention that it was played and report scores from games between Maryland public schools. However, actual rule books detailing what field ball was are scarce. The game was a combination of a few different sports and was meant to utilize as many muscles as possible. "Field ball is a combination of soccer and basketball, quite a vigorous game played in the open, which makes it a good wholesome fall activity for high school girls" (McCurdy 89). The games were played in the open so that girls could not hurt themselves, since women were seen as too fragile for sports, but schools still agreed it would be good for them to get some exercise. The actual events of the game are pretty simple and closely emulate modern day rugby without any of the physical contact. "The game of field ball is played by two teams of eleven girls each. The aim of each team is to

throw the ball through the enemy's goal" (McCurdy 89). Schools were enthusiastic about the idea of fieldball for several reasons, some having to do with benefits for the girls and some with benefits for the schools. These are also listed in The American Physical Education Review of 1925. The Review explains, "Field ball may be introduced in high schools in all locations, for the only equipment necessary is a soccer ball." Field ball does not require any unique equipment, therefore it is cost effective for the school. In addition, "It may be played on the boys' soccer field by reducing the width and height of the goals by adjustable posts. It requires eleven players on a team with the same positions as in soccer or hockey." Because the boy's soccer field can be used for the game, and no additional space is required. This is also cost effective and convenient for schools. Finally, field ball "is another progression in the group of ball games leading up to basketball." Field ball was useful to keep girls in shape for basketball season in the winter. Basketball was a more competitive sport than field ball, and it was appealing to schools to keep their athletes active in the off season.

The Playground Athletic league administered many sports that were only for boys or that were only for girls. For example, dodgeball was a state recognized sport, but only boys' dodgeball teams were allowed to compete for a state title. Girls' dodgeball stopped at the county level. Current MPSSAA guidelines, however, prohibit discrimination against student athletes on the basis of sex:

"Students may not be excluded on the basis of sex from overall equal opportunity to participate in athletic programs. If a school sponsors a team in a particular sport for members of one sex but sponsors no such team for members of the opposite sex, and before July 1, 1975, overall opportunities for members of the excluded sex have been limited, the excluded sex shall be allowed to try out for the team" (2018-19 MPSSAA Handbook 21).

The MPSSAA at its core stands to ensure the fairness and inclusion of all eligible athletes. The mission statement of the PAL was more focused on enhancing the athleticism of students. Everything in the MPSSAA Handbook applies to everyone participating in a high school sport regardless of race, gender, or sexual orientation. One needs to look no further than the table of contents in the Playground Athletic League handbook to see that that was not always the case. In the table of contents, sports are separated by gender and race. For example, basketball statistics can be found in three separate places based on who was playing.

Though women's sports have made enormous progress and are unrecognizable from what they started as, the changes in men's sports, however slight, should not be ignored. Even though men's sports were always favored and nurtured in schools, they, too, had a long evolution process. Many of the sports played were played for their cost effectiveness. Some no longer exist. One of these extinct sports was dodge bat ball. Both boys and girls were able to play this sport, but it was really only popular in Allegany County, Maryland. The rules were rather lax, and, as demonstrated by the small number of participating counties, the game stopped being played. There were very few guidelines to the game. The rules as follows are spelled out in The American Physical Education Review of 1925, pg 90: (1) "Any number of players may play in a game of dodge bat ball, provided that each of the contesting teams has the same number of players" and (2) "At the signal by the referee or at his call to play ball, the ball must be put into play by the batter. He bats the ball with the flat of his hand, out into the field, where the members of the opposing teams are standing, waiting to receive the ball." The ball can be passed around like in basketball, but there is no dribbling, and a player cannot take more than a few steps while holding the ball. There are also elements of dodgeball mixed in: while the player runs down the line to try and make it to base, the opposing team tries to hit the runner with the ball. Although the advancements in men's sports were nowhere near as monumental as women's sports, they are still worth noting for the sake of historical accuracy and in the name of fairness.

At the same time that different sports were being created and altered, more permanent changes have also been made in overarching rules that are adhered to in every sport. With one overarching organization like the Playground Athletic League looking after all levels of schools and community activity, the rules were a little more lax and maybe less well enforced than they are today. Rules have also had to change to accommodate advances in society. The rules regarding the age of participants in high school sports today only have to do with being too old. In most modern high school sports competitions, there are no age divisions; runners run against people who run their same event and wrestlers wrestle people who are their same weight, but athletes are not divided into age classes. The Playground Athletic League used to group kids by their ages instead of by schools or teams. "Boys shall be classified according to their age and weight: Boys who were 16 years old on or before January 1, 1923 are considered seniors; all other boys are juniors. This age distinction should be a test of the honesty of the school as well as of the boy" (Burdick 103). Boys, once they were divided by age, were then divided by their weights. Each weight class participated in similar events to the next, but not identical. Also, "No boy who has reached the age of 21 is eligible to compete. A boy must not represent his school after he becomes a post-graduate student." (Burdick 103). Currently, according to the 2018-19 MPSSAA Handbook, a student is ineligible to participate in high school athletics if he or she is older than eighteen years of age. This is a stricter limit than the PAL's twenty-one year age limit. The next closest thing to an age restriction the MPSSAA has is a limit on how many seasons an athlete can compete. An athlete is allowed four seasons of participation in any one sport. Should the student change schools for any reason or if a student should be held back a grade, the rule still

applies.

High school sports are unrecognizable from what they started as in the early 1900's. They have changed in almost every aspect, from the kind of sports played to who can participate in them. "About a hundred years ago, it would have been lower-class children competing under non-parental adult supervision while their upper-class counterparts participated in noncompetitive activities like dancing and music lessons, often in their homes" (Friedman). It is a great feat that this society has been able to transcend the barriers of racism and sexism to create an environment where every athlete can feel like they belong. The Playground Athletic League did the best that they could with the resources and knowledge available to them, but it was the MPSSAA who really molded high school sports into what we know and love.

DATA COLLECTION & ANALYSIS

Four historical accounts and documents were analyzed for this project: "2018-19 Handbook of the Maryland Public Secondary Schools Athletic Association," distributed by the Maryland Public Secondary Schools Athletic Association (MPSSAA), "American Physical Education Review-Index for 1925" by James Huff McCurdy M.D., "Official Handbook for the Playground Athletic League" by William Burdick M.D, and "School Sports - Overview, Role in Student's Social and Emotional Development" by Robert Malina. Together, these sources help to create a timeline for the development of high school sports. Reviewing modern sources against the historical accounts clearly showcases the advancements and evolution in the operation of high school sports. The project focused on the changes in rules and conduct of high school athletics and used handbooks as well as academic reviews to compare and contrast the organization of interscholastic athletics. The main points of focus for analysis included changes in administration from the Playground Athletic Association to the MPSSAA, the evolution of women's sports, and changes in rules to include more safety regulations and keep up with societal norms.

The changes are monumental and very apparent even at a quick glance. Across all of the documents, the data shows that huge strides have been made in all of the areas listed above. These results were expected, since it is highly improbable that high school sports would exist for almost a hundred years without evolving with the times. If sports had failed to keep with social change, they would have fizzled out or been abandoned long ago. The current MPSSAA is much different from its predecessor, the Playground Athletic League (PAL). "Official Handbook for the Playground Athletic League" by William Burdick M.D details the responsibilities of the League as well as the schools, sports, and rules covered by the PAL. In the forward to his handbook, Burdick explains the main components of the league: "...the Playground Department, embracing the free play and motor activities of children under ten years of age; the Athletic Department, directing the organized, competitive athletic contests of adolescent boys and girls; and the Adult Recreation Department, handling the larger problems of community recreation and the intelligent use of leisure" (Burdick 13). The PAL was clearly a community oriented organization that was interested in all age ranges and any kind of activity. The PAL would go on to evolve into the MPSSAA, which takes a very different stance and assumes very different responsibilities today: "Master Agreement has been enacted by the Maryland State Department of Education, the local school systems, and the Maryland Public Secondary Schools Athletic Association to divide responsibility in a formal manner for the oversight, conduct, and operation of public interscholastic programs in Maryland" (MPSSAA). The MPSSAA oversees a very specific demographic, while the PAL was more of a community organization that oversaw all ages and activities.

Throughout the course of the study, the researcher realized that there was not a huge amount of data to analyze from a historical standpoint. Because sports change and evolve so rapidly with the times, it is easy to forget how far the industry has actually come. For example, women's sports were just beginning to take shape in the 1920's, and were nowhere near the level of men's sports or the level they are at today. The American Physical Education Review- Index for 1925 by James Huff McCurdy is a record of the year's events in sports. It talks about everything from the state championship tournaments to the latest technologies in sports medicine. One of the sections is dedicated to the limited number of female sports, among which is field ball. Field ball is a sort of cross between basketball and soccer; it is a passing game played outdoors. The 1925 Review gives a very detailed description of the rules of conduct for field ball, and other sources corroborate the importance of minor sports like field ball for women, citing the need for women to stay in shape during the off season for their main sports. To add to the discussion point of field ball in the study, the MPSSAA had recently received tons of old newspaper clippings with scores and synopses on various different sports in Maryland. Among the sports featured was field ball. These newspapers add more details and strength to one's understanding of the sport and its importance.

The research certainly was not perfect, as comparisons between old sports programs and new ones are not widely published, and may not interest a wide range of people. Many original conclusions were drawn without immense amounts of preexisting data to support them. One of the most glaring obstacles in the research is the demographics. In the 1920's, schools were segregated, and so were sports. It is difficult to find reports that included anything about the students of color from that time period, and what was found was vague and often did not include important information about the games. This data simply could not be used because there was nothing to corroborate it, and it is certainly not



reliable on its own. Under the MPSSAA, all students are granted equal opportunity to compete in high school athletics, and that would have been a very interesting avenue to explore had better documents been kept. The studies and handbooks analyzed support the thesis that high school sports have changed greatly from the early twentieth century to the present. The main ideas included changes in administration, rules, and the actual sports played. When the MPSSAA took over from the PAL, it began to focus mainly on the public school systems in Maryland, and eventually in high school athletics. From there, sports changed for the better because they included all students, regardless of their race or of their gender.

DISCUSSION & CONCLUSION

In conclusion, high school sports have come a long way from lax rules and minimal athletic diversity. The MPSSAA has tried and succeeded in creating an inclusive and amateur environment in which students may participate in friendly athletic competition. The data shows that the social as well as historical factors have molded high school sports into the huge part of American life that they are. This process was slow and arduous, and some of the rules took a while to make their intended changes, but with a little patience and some hard work, a compromise can be found that will in time benefit everyone involved. As a, currently, three person office, the MPSSAA makes decisions for the whole of Maryland based on feedback from their own data, officials, coaches, and players. The MPSSAA does not receive any tax money, and all of their funding comes from ticket sales and the like for their events. In order for the MPSSAA to continue to represent the student athletes of Maryland, athletes have to continue to act as leaders in their schools and keep demonstrating the importance of athletics in schools; "The field is as important as the classroom" (Streelman).

Works Cited

- Burdick, William, M.D., editor. Official Handbook of the Playground Athletic League . New York, American Sports Publishing Company, 1924.
- Church, Joanna. "Athletic Contests, 1917 and circa 1940." A Fine Collection , 12 Mar. 2014, afinecollection.wordpress.com/2014/03/12/athletic-contests-1917-and-circa-1940/. Accessed 6 Oct. 2018.
- "Compulsory Education Laws: Background." FindLaw , education.findlaw.com/education-options/compulsory-education-laws-background.html. Accessed 11 May 2019.
- "Dodge Bat Ball Rules." American Physical Education Review , edited by James Huff McCurdy, vol. 30, 1925, pp. 89-90.
- "Field Ball." American Physical Education Review , edited by James Huff McCurdy, vol. 30, 1925, pp. 88-89.
- Friedman, Hilary Levey. "When Did Competitive Sports Take Over American Childhood?" The Atlantic , 20 Sept. 2013, www.theatlantic.com/education/archive/2013/09/when-did-competitive-sports-take-over-american-childhood/279868/. Accessed 22 Sept. 2018.
- "Handbook 2018-19." MPSSAA.org , www.mpssaa.org/information-center/general-resources/handbook/. Accessed 30 Mar. 2019.
- Malina, Robert M. "School Sports - Overview, Role in Student's Social and Emotional Development." Stateuniversity.com, education.stateuniversity.com/pages/2443/Sports-School.html. Accessed 22 Sept. 2018.
- NFHS. "High School Sports Participation Increases for 29th Consecutive Year." National Federation of State High School Associations , 11 Sept. 2018, www.nfhs.org/articles/high-school-sports-participation-increases-for-29th-consecutive-year/. Accessed 11 May 2019.
- Streelman, Erick. "The Role of Sports in the American Education System." Work in Sports , 27 Apr. 2016, www.workinsports.com/blog/the-role-of-sports-in-the-american-education-system/. Accessed 8 Oct. 2018.

Works Consulted

- "Boonsboro Is Title Winner." The Morning Herald [Hagerstown], 23 Nov. 1946.
- Burdick, William, M.D., editor. Official Handbook of the Playground Athletic League . New York, American Sports Publishing Company, 1924.
- Church, Joanna. "Athletic Contests, 1917 and circa 1940." A Fine Collection , 12 Mar. 2014, afinecollection.wordpress.com/2014/03/12/athletic-contests-1917-and-circa-1940/. Accessed 6 Oct. 2018.
- "Compulsory Education Laws: Background." FindLaw , education.findlaw.com/education-options/compulsory-education-laws-background.html. Accessed 11 May 2019.
- "Dodge Bat Ball Rules." American Physical Education Review , edited by James Huff McCurdy, vol. 30, 1925, pp. 89-90.
- "Field Ball." American Physical Education Review , edited by James Huff McCurdy, vol. 30, 1925, pp. 88-89.
- Friedman, Hilary Levey. "When Did Competitive Sports Take Over American Childhood?" The Atlantic , 20 Sept. 2013, www.theatlantic.com/education/archive/2013/09/when-did-competitive-sports-take-over-american-childhood/279868/. Accessed 22 Sept. 2018.
- "Handbook 2018-19." MPSSAA.org , www.mpssaa.org/information-center/general-resources/handbook/. Accessed 30 Mar. 2019.
- Malina, Robert M. "School Sports - Overview, Role in Student's Social and Emotional Development." Stateuniversity.com, education.stateuniversity.com/pages/2443/Sports-School.html. Accessed 22 Sept. 2018. So far only read overview..
- NFHS. "High School Sports Participation Increases for 29th Consecutive Year." National Federation of State High School Associations , 11 Sept. 2018, www.nfhs.org/articles/high-school-sports-participation-increases-for-29th-consecutive-year/. Accessed 11 May 2019.
- Streelman, Erick. "The Role of Sports in the American Education System." Work in Sports , 27 Apr. 2016, www.workinsports.com/blog/the-role-of-sports-in-the-american-education-system/. Accessed 8 Oct. 2018.
- "Title IX and Sex Discrimination." U.S. Department of Education , 25 Sept. 2018, www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html. Accessed 11 May 2019