

# The NCAA News



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## Restructuring committee to ask for more time

The Special Committee to Review the NCAA Membership Structure will ask the NCAA Council for more time to complete its work when the Council meets in April.

Conducting its second meeting February 8-9 in Atlanta, the committee agreed that its original timetable—a preliminary report to the Council in April and the final report in August of this year—is not workable if the committee is to have all of the data and membership views that it desires.

Instead, the committee wants to aim for a final report at the April 1990 Council meeting, which would enable the Council to approve any proposed legislation prior to the July 1 deadline for legislative submissions that will go into effect that year.

"We want to hear from the membership itself regarding the topics that we are discussing," Fred Jacoby, commissioner of the Southwest Athletic Conference and chair of the committee, said. "That feedback is very important."

"In addition, we are asking that the national office conduct some extensive research, which cannot and should not be done quickly. The NCAA membership has been discussing structure issues for 15 years, and we want to have the time necessary to base our eventual recommendations on documented information and on the membership's wishes," Jacoby said.

In its February meeting, the committee heard the views of seven invited membership representatives. It also reviewed the first 65 completed questionnaires returned by delegates to the 1989 Convention, where the questionnaire was distributed.

The seven who shared their opinions with the committee in Atlanta were Victor A. Bubas, commissioner, Sun Belt Conference; James E. Delany, commissioner, Ohio Valley Conference; Roy V. Kramer, director of athletics, Vanderbilt University; Charles M. Neinas, executive director, College Football Association; Walter Reed, director of athletics, Florida A&M University; Patty Viverito, commissioner, Gateway Athletic Conference, and David "Bucky" Wagner, director of athletics, Georgia Southern College.

The committee emphasized again that it will reach no conclusions regarding the topics that it is studying until it has received and reviewed widespread views from the membership and, in appropriate cases, the results of the research that it has requested. The committee hopes to schedule its next meeting in May.

The major topics being reviewed by the committee:

- The current structure, criteria and size of Division I and its subdivisions, including any possible ramifications of structural change on the Division I Men's Basketball Championship and the Division I-A football classification.
- The feasibility of a Division I-AAA football classification.
- Possible greater federation in Association procedures and activities.
- Multidivision-classification privileges.
- The possibility of greater homogeneity in the membership of each division and subdivision, including Divisions II and III.
- Possible means of enhancing the membership of Division II, the Association's smallest membership division.
- Allocation of NCAA resources.

## Research proposals sought on medical aspects of sports

Proposals for research on areas related to the medical aspects of athletics competition are being solicited by the Association's Research Committee.

Although medically related research projects have been submitted to the committee and approved for funding in the past, it was noted during a review of committee-approved guidelines for submission of research proposals that sports medicine never has been included in the published guidelines for direct funding requests to the Research Committee.

Members of the committee have agreed to add sports medicine to the guidelines and to publicize the availability of funding for appropriate research projects.

A standardized format for use in submitting research proposals also was developed for implementation in July, when the committee next screens applications for funding.

During a February 9-10 meeting in San Diego, committee members also reviewed progress reports on several current research projects, including:

- A study of partial qualifiers

under the Association's initial-eligibility legislation in Divisions I and II.

- A study of Division III championships and related issues.

- Research comparing artificial and natural playing surfaces in college athletics.

- A study whose results provide data on the size of athletics administrative staffs at Division I member institutions.

- Research on women's issues in college athletics.

- Continuing research of student-

See Research, page 2



Stephen Horn



Otis A. Singletary



John L. Toner

## Commission task force chairs

*The Presidents Commission's Advisory Committee to Review the Governance Process has appointed chairs of three task forces to develop proposals dealing with three identified topics. The task forces' proposals will be considered by the committee March 15-16 in Kansas City, Missouri. The chairs and topics are: Stephen Horn, former president of California State University, Long Beach, and trustee professor of political science at that institution, the NCAA's legislative process; Otis A. Singletary, president emeritus, University of Kentucky, the role of the chief executive officer in the governance process, and John L. Toner, retired director of athletics at the University of Connecticut and former NCAA president, the nature and "atmosphere" of NCAA Conventions. The Commission also is seeking suggestions from the membership in these areas.*

## Applications for initial-eligibility exceptions may be limited

Members of the NCAA Council Subcommittee on Initial-Eligibility Exceptions were kept busy last year. As a result, future exception applications that suggest institutional culpability may be denied.

An estimated 300 applications from member institutions requesting exceptions to the Association's initial-eligibility requirements, as outlined in Bylaw 14.3, meant that the subcommittee conducted 13 telephone conferences and three in-person meetings in its first year of existence.

"As you might expect, the subcommittee was busiest right before the start of the fall semester," said Daniel T. Dutcher, NCAA legislative assistant and liaison to the subcommittee. "The group's work is conducted on a kind of supply-and-demand basis. It meets whenever a significant number of exception re-

quests has been received at the national office."

In a report to the full Council, which was approved during that group's January meeting at the NCAA Convention, the subcommittee outlined its intention to be less sympathetic when reviewing waiver applications that suggest a failure on the part of a member institution in the dissemination of Bylaw 14.3 information.

"The subcommittee believes this policy decision is supported by the volume of waiver applications reviewed during the subcommittee's first year of existence" the report stated, "as well as the membership's increased responsibility for the proper administration of (initial-eligibility legislation) over time."

"Incoming freshmen in 1988-89 represent the third entering class of Division I student-athletes who are

subject to this legislation," Dutcher noted. "And Division II member institutions now have had an opportunity to apply the legislation. Members of the subcommittee believed that the time was right to begin applying a more restrictive standard of waiver-request review."

## Bailey resigns cost-reduction committee post

Wilford S. Bailey, immediate past president of the NCAA, has resigned as chair of the Special Committee on Cost Reduction that was established by adoption of Proposal No. 39-1 at the 1989 NCAA Convention.

That resolution specifically authorized Bailey to appoint and to chair the 17-member special committee.

"In the short time since the Convention, as I have attempted to identify appropriate membership of that committee and make plans for initiating its work, I have been

forced to reevaluate my decision about chairing the committee," Bailey said in his letter of resignation. "It has become painfully obvious that I did not consider carefully enough the impact of that decision on myself and on my family," he said. "Having had time now to reevaluate the priorities of my own life and my responsibilities to my family, I have concluded that I cannot devote the necessary time and energy required over the next two years to complete this important assignment successfully." Bailey re-

score on a national test date but presented a high grade-point average and a strong background in core-curriculum subjects).

Results of the subcommittee's most recent deliberations appear on pages 19 through 21 of this issue of the News.

cently retired at Auburn University. Because the resolution specified that appointment of the committee would be subject to approval by the NCAA Council and the Presidents Commission, the task of appointing the committee and a new chair will be handled by those groups.

It is anticipated that the NCAA Administrative Committee, acting for the Council, and the Presidents Commission's executive committee, acting for the Commission, will make those appointments in the near future.

# Women and minority scholarships, internships available

Applications for internships and postgraduate scholarships through the Association's women's and ethnic minority enhancement programs have been mailed to member institutions' departments of graduate study or related departments.

Applications, which also are available from the national office (P.O. Box 1906, Mission, Kansas 66201), must be returned with all required supporting materials no later than March 15, 1989.

Twenty ethnic grants (10 each to women and minorities) of \$6,000 each will be awarded to qualified applicants who are enrolled in sports administration graduate programs. Also, six to eight internships are available for 1989-90 at the Association's national office.

Following is information concerning the scholarships and internships and the process for making application.

## Scholarships

**Qualifications:** Applicants must be accepted into an accredited sports administration program or a related program at an NCAA member institution. Applicants must be women or members of ethnic minorities and U.S. citizens.

Applicants must have performed with distinction as student-body members at their respective undergraduate institutions. Students' involvement in extracurricular activities, course work, commitment to pursuing a career in intercollegiate athletics and promise for success in such a career will be considered.

Need will not be a factor in determining scholarship recipients. Also,

the award of a fellowship from other sources will not preclude an applicant from being considered.

**Awards:** Each recipient of an NCAA women's or ethnic minority postgraduate scholarship will receive \$6,000 for each year of postgraduate study. Renewal of the second year of the scholarship will depend on the awardee's maintaining satisfactory academic progress and the recommendation of his or her department head.

Each year's scholarship will be paid in equal portions at the beginning of each academic session, excluding summer school. Recipients must be full-time students.

Each recipient will be given consideration for participation in the NCAA sports administration internship program.

A delay in the use of the award (i.e., later than the opening fall semester or term following notice of selection) may be authorized by the NCAA Committee on Women's Athletics or the NCAA Council Subcommittee to Review Minority Opportunities in Intercollegiate Athletics.

## Internships

**Qualifications:** To be eligible for an internship, candidates shall have completed the requirements for an undergraduate degree. Candidates must be women or members of an ethnic minority and U.S. citizens. Candidates must have demonstrated a commitment to pursuing a career in intercollegiate athletics and promise for success in such a career.

Need will not be a factor in determining internship recipients. Also,

the award of a fellowship from other sources will not preclude an applicant from being considered.

**Selection/awards:** Interns will be selected by NCAA Executive Director Richard D. Schultz. All qualified candidates may not be selected. Final selection will be based on recommendations and information supplied on the application forms.

The Association will provide compensation for a selected number of internships at the national office. The maximum stipend for an internship shall not exceed \$1,000 per month.

Length of each internship will be approximately one year. Internships for longer or shorter periods of time may be arranged upon consent of the accrediting institution, the student and the NCAA national office.

Interns will be required to execute an NCAA letter of agreement.

## Application process

Four forms are required: The application from the candidate; an endorsement from a faculty member, administrative staff member or individual who has taught the applicant or is personally familiar with the applicant's work; an endorsement from the dean of the college or the head of the department responsible for the applicant's academic program, and an endorsement from an individual of the applicant's choice. All of these forms are included in the application folder.

Also to be included with each scholarship application is an official college transcript and Graduate Record Examination score or other

professional entrance scores, if available. Internship applicants must include an official college transcript.

Applicants must assemble and submit in one envelope the application forms and supporting documents. As a result, applicants have more responsibility for and greater control over the application process. All endorsements and transcripts are returned to applicants in sealed envelopes with signatures over the seal. Applicants will enclose the sealed and signed envelopes with their application forms and mail everything to the NCAA in one large envelope.

Scholarship recipients are expected to enroll at the earliest opportunity, with exceptions possible only for military service or church-related obligations.

# Expansion of soccer play-off brackets sought for men's divisions, II women

Recommendations to expand the brackets for the Division II Women's Soccer Championship and all three men's soccer championships were put forth by the NCAA Men's and Women's Soccer Committees during concurrent meetings February 7-10 in Tampa, Florida.

The new NCAA Men's and Women's Soccer Rules Committee also met for the first time in Tampa.

The Division II subcommittee of the Women's Soccer Committee asked the NCAA Executive Committee to approve expansion of the bracket for the Division II women's tournament from four to six teams. The first Division II championship was played last fall.

In support of their recommendation, subcommittee members cited the 1988 tournament's 1:11 ratio (one of every 11 Division II teams was selected for the championship) and the quality of competition within the division.

The subcommittee also said sponsorship of the sport has increased 93 percent over the past five years among Division II member institutions. Last season, 44 schools sponsored the sport, and five more schools are expected to sponsor teams this fall. If the bracket expansion is approved and sponsorship increases to 49 schools, the tournament would have a 1:8 ratio.

The three division subcommittees of the Men's Soccer Committee also recommended bracket expansions to the Executive Committee. If approved, the brackets would expand from 24 to 32 teams in Division I, 12 to 16 in Division II and 24 to 32 in Division III.

Members of the men's committee said a recent survey of coaches, athletics directors and conference commissioners revealed "overwhelming" support for the expansions. The committee also cited quality of competition in the divisions, noting that several worthy teams have not been selected for championship play.

In other actions, the Division III subcommittee of the women's committee voted to begin accepting applications from conferences for automatic qualification to the 1990 tournament.

The men's committee granted automatic qualification for conferences in all three divisions, in addition to listing leagues that will receive automatic qualification if the Executive Committee approves the recommended bracket expansions.

Conferences receiving automatic qualification for men's championships are: Division I—Atlantic

Coast, Atlantic 10, Big East, Northeast and Big West Conferences and the Colonial Athletic Association; Division II—California Collegiate Athletic Association and New England Collegiate, Northern California Athletic, Pennsylvania State Athletic and Sunshine State Conferences; Division III—Dixie Intercollegiate Athletic, Independent College Athletic, Massachusetts State College Athletic, New Jersey Athletic, North Coast Athletic and State University of New York Athletic Conferences.

If brackets are expanded, the Midwestern Collegiate and West Coast Athletic Conferences and the Ivy Group would receive automatic qualification in Division I; the Suburban Intercollegiate Soccer League in Division II, and the University Athletic Association and Old Dominion Athletic Conference in Division III.

In other actions, the women's committee voted to conduct first-round games in the Division I tournament on Saturday and Sunday only, thus eliminating Friday games; and the Divisions I and II subcommittees voted to move the state of Connecticut from the Northeast region to the New England region.

The men's committee rejected Brooklyn College's appeal of sanctions applied by the committee in December, including a ban on participation in the 1989 Division I Men's Soccer Championship, and it announced that 1989 championship matches in all three divisions again will be played on the campuses of finalists.

The new Men's and Women's Soccer Rules Committee will forward the following rules recommendations to the Executive Committee:

- That only 18 players be allowed to participate in any game or any overtime period, and that players may not reenter a game in the same half or same overtime period. However, teams may agree in writing prior to a contest to use more or fewer players and/or to waive the reentry restriction.

- That a caution be assessed to players for foul language, either

directed or nondirected. Also, a player will be ejected from a game and may not be replaced if that player is abusive in language or gesture. These rules will apply to all team representatives.

- That a substitute must first report to the official, remain at the scorer's table near the center line and be recognized by the referee before entering the field of play. A player entering the game no longer will be required to wait until the departing player exits the field.

- An administrative rule recommending that a player wear shin guards of a type commonly manufactured for that purpose.

- That, as of September 1, 1990, numerals at least eight inches and four inches in height will be mandatory on the backs and fronts, respectively, of women's jerseys. The rule already is in effect for men.

- That a game roster must be submitted to the referee before each contest. Further, if a player is not listed on the submitted game roster, that player will not be eligible to play in the contest.

- That overtime periods for non-tournament, tournament and championship games be increased from 10 to 15 minutes.

- That the seven referees' signals and five linesmen's signals used by the Federation Internationale de Football Association be adopted.

## Research

*Continued from page 1*  
athletes' academic performances.

Concerning the last item, committee members also discussed the issue of whether academic-reporting data should be analyzed by the NCAA or by an outside entity. No action was taken, however.

As noted earlier, proposals for 1989-90 research funding will be reviewed and acted upon during the committee's July meeting. For information on submitting proposals, contact Ursula R. Walsh, director of research and data processing, or Todd A. Petr, assistant director of research, at the NCAA national office.

## Legislative Assistance

1989 Column No. 7

### Revision of NCAA Manual (1989 Convention Proposal No. 69)

NCAA member institutions are reminded that the adoption of Convention Proposal No. 69 (Resolution: Revision of the NCAA Manual) establishes the 1989-90 NCAA Manual as the Association's governing legislation effective January 12, 1989.

### Recruiting tryout/NCAA Council waivers— NCAA Bylaw 13.11.3.1 (1989 Convention Proposal No. 35)

NCAA member institutions are reminded that the adoption of Convention Proposal No. 35 amending Bylaw 13.11.3 [formerly Bylaw 1-6(d)] eliminates the requirement of Council approval of tryout activities listed in 13.11.3.1.1 (developmental clinics), 13.11.3.1.2 (open events), 13.11.3.1.3 (activities not involving institution's staff) and 13.11.3.1.4 (state, regional, national or international training programs). Please note that the institution remains responsible for ensuring that the activity complies with NCAA requirements.

### Institutional foreign tours— NCAA Bylaws 17.23.1 and 30.6 (1989 Convention Proposal No. 38)

NCAA member institutions are reminded that the adoption of Convention Proposal No. 38 amending Bylaws 17.23.1 and 30.6 (formerly Bylaw 3-6) eliminates the requirement of Council approval of institutional foreign tours conducted according to 17.23.1. Please note that an institution remains responsible for ensuring that the foreign tour complies with NCAA requirements. Accordingly, 30.6.1 requires that an institution certify in writing that the conditions set forth in 30.6 are met, and the institution maintains the certification on file in the department of athletics. Finally, the adoption of this proposal does not eliminate the requirement of Council approval for sanctioned outside-team tours conducted according to 17.23.2 (formerly Case No. 260).

### Recruiting contact restrictions at practice or competition site—NCAA Bylaw 13.1.5.2 (1989 Convention Proposal No. 83)

The NCAA Legislation and Interpretations Committee recently considered Convention Proposal No. 83 amending Bylaw 13.1.5.2 [formerly Bylaw 1-2(g)], which applies the contact restrictions outlined in 13.1.5.2 to any athletics competition in which a prospective student-athlete is a participant, regardless of the site of the competition. The committee agreed that the provisions of Bylaw 14.2.4.5.2 (formerly O.I. 500) defining "organized competition" would be the standard utilized to determine the competition to which the restrictions in Proposal No. 83 would apply.

*This material was provided by the NCAA legislative services department as an aid to member institutions. If an institution has a question it would like to have answered in this column, the question should be directed to William B. Hunt, assistant executive director for legislative services, at the NCAA national office.*

## Committee Notices

Member institutions are invited to submit nominations to fill interim vacancies on NCAA committees. Nominations to fill the following vacancy must be received by Fannie B. Vaughan, executive assistant, in the NCAA office no later than March 8, 1989.

**Women's Lacrosse Committee:** Replacement for Sharon E. Taylor, Lock Haven University of Pennsylvania, resigned. Appointee must be a Division II administrator.



**Ronald Bachman**  
Nebraska Wesleyan University



**Anson Dorrance**  
University of North Carolina,  
Chapel Hill



**Paul Duffy**  
Geneseo State University College



**David R. Gavitt**  
Big East Conference



**Robert J. Hiegert**  
California State University, Northridge



**Douglas S. Hobbs**  
University of California, Los Angeles



**Donna A. Lopiano**  
University of Texas, Austin



**Gene McArtor**  
University of Missouri, Columbia



**Bruce McLeod**  
University of Minnesota, Duluth



**Robert A. Oliver**  
University of Northern Colorado

## New committee chairs

Twelve new committee chairs have assumed office since September 1. They include Ronald Bachman, Division III Baseball; Anson Dorrance, Men's and Women's Soccer Rules; Paul Duffy, Division III Ice Hockey; David R. Gavitt, Basketball Officiating; Robert J. Hiegert, Division II Baseball; Douglas S. Hobbs, Academic Requirements; Donna A. Lopiano, Legislative Review; Gene McArtor, Division I Baseball; Bruce McLeod, Division I Ice Hockey; Robert A. Oliver, Eligibility; Hal Smeltzly, Division II Baseball, and Sidney J. Watson, Ice Hockey Rules.

## Two cable TV networks seeking high school basketball coverage

By John Nelson

Cable TV has plans for national telecasts of high school basketball, two networks said February 10, touching off debate between scholastic sports leaders and educators over the concept of a national schoolboy championship.

Sports Channel America and ESPN have been negotiating with the National Federation of State High School Associations to bring schoolboy games to a weekly national audience for the first time, the networks said.

"At one point, I felt it was not the wisest way to go," Brice B. Durbin, executive director of the national federation, told The New York Times. "I think times have changed. I'm not as opposed to it as I once was. . . . If it's good, if it's educationally sound, it could happen."

Durbin said any money derived from a cable TV contract would be funneled through the federation, which has a membership of more than 18,100 high schools in the United States and Canada and coordinates athletics, music, speech and debate activities.

"It won't be a situation where schools get big money," he said. "One school won't get more than another. A lot of the money would go to the state associations."

While the cable networks undoubtedly would like to see some form of national-championship play-off, SportsChannel America spokesman Dan Martinsen said: "We can't even speculate on that at this point."

In Reston, Virginia, the executive director of the National Association of Secondary School Principals, Scott Thomson, said his organization would not oppose national TV for schoolboy sports but was against any national championship.

"I can't imagine they (cable TV) are interested in televising anything other than some kind of regional or national championship thing," Thomson said. "I couldn't imagine they would want national telecasts unless it's a match-up of champions."

He said his organization has been on record for 20 years as being opposed to national championships. The national federation's council voted down such a proposal in 1979.

"We think that it exploits students, takes them out of the classroom and places emphasis on wrong values," Thomson said. "It's a bad idea from the very beginning."

Martinsen said from SportsChannel America headquarters in Woodbury, New York, that there have been discussions with the national federation, but "nothing's been finalized" on the weekly telecasts.

ESPN spokesman Chris LaPlaca said: "Negotiations are ongoing... although I don't sense anything imminent."

SportsChannel America, co-owned by Cablevision and NBC-TV, appears the most heavily involved with the high school federation. If successful, those negotiations would bring 20 to 25 high school games a year to television.

"We think that it's maybe an untapped resource and something of interest," Martinsen said. "We have already telecast a number of high school games this year on SportsChannel America. We think it's an interesting concept. Beyond that, any type of national deal or tournament deal, I really cannot comment."

LaPlaca said ESPN had been negotiating with the national high school federation "for some time now."

He said that while ESPN might have trouble finding air time for a national game of the week because of current commitments, there "still is some dialogue there about the possibility of ESPN doing something similar. . . ."

ESPN and SportsChannel America already have televised some high school basketball games.

Nelson writes for the Associated Press.



**Hal Smeltzly**  
Florida Southern University



**Sidney J. Watson**  
Bowdoin College

## Pairings to be announced

First-round pairings and the complete 32-team bracket for the 1989 NCAA Division II Men's Basketball Championship will be announced March 12 during a televised press conference in Kansas City, Missouri. Taking part will be Charles G. Smith, chair of the Division II Men's Basketball Committee, and Noel Olson, who will replace Smith as chair later this year.

Beginning at 3 p.m. Central time, the press conference will be telecast by satellite to allow television sta-

tions to pick up a live feed of the announcement. The press conference will be found on Westar 5, transponder 24, audio 6.8 and 6.2.

Media also may receive a live audio feed by telephone. Normal long-distance rates will apply.

For further information on the press conference and to receive the telephone number for the live audio feed, contact Richard M. Campbell, assistant statistics coordinator, at the NCAA national office.

## Big Eight reprimands Tubbs

University of Oklahoma head men's basketball coach Billy Tubbs was given an official reprimand by the Big Eight Conference for publicly ridiculing game officials.

During a February 9 game at home against Missouri, Tubbs asked fans over the public-address microphone to stop throwing objects onto the floor "regardless of how terrible the officiating is."

Under terms of the Big Eight's new gag rule, a second violation by

Tubbs this year could result in Commissioner Carl James ordering the coach to be suspended for one game.

"Big Eight rules say all comments regarding evaluations of officials made by a coach shall be forwarded to the conference. Under no circumstances shall a coach comment publicly or issue statements for public release criticizing an official's performance," Big Eight spokesman Tim Allen said in making the announcement.



# Comment

## Panelists at Duke give views on athletics issues

By Mike Sobb

A common perception floating around the land these days has been that all colleges cheat to be successful in athletics, whether that be in football or basketball. A panel of some of the college game's elite joined forces on the Duke University campus February 6 to dispute that claim and to discuss the state of collegiate athletics.

NCAA Executive Director Richard D. Schultz, Notre Dame Director of Athletics Richard A. Rosenthal, Wake Forest University President Thomas K. Hearn Jr., Duke head men's basketball coach Mike Krzyzewski, author John Feinstein and three-time CoSIDA Academic all-America and Duke football player Mike Diminick joined forces in front of well over 1,000 people for a panel discussion, "Success Without Cheating—The Collegiate Athletic Dilemma."

Moderated by Eugene McDonald, executive vice-president of Duke University, the panel focused on whether college athletics had outgrown amateurism, whether it is possible to set up an ethical framework for recruiting athletes, and whether proper sanctions could be used to curb and deter cheating.

Hearn, the Atlantic Coast Conference's representative to the NCAA Presidents Commission, opened the discussion with the premise that collegiate athletics has followed the guise of amateurism, but



Thomas K. Hearn Jr.

that modern society has added stress to that framework.

### Important to institutions

"Many of these intercollegiate sports go back more than a hundred years and play an important part in the history and heritage of these institutions; but obviously, the advent of television and many other factors have changed this equation radically. I believe we can manage these programs in ways that make them consistent with the overall educational purposes of the university. If we cannot, then we should simply cease to engage in these activities at all," said Hearn.

"The thing we have to do is continually remind ourselves of what our real mission is in higher education," Schultz said. "We really don't exist to be farm clubs for the professionals. We really don't exist to win basketball or football championships. We exist to prepare young people to go forward into society and contribute. Somewhere along



Mike Krzyzewski

the line, this has gotten turned around."

"If you take a look at the percentage of athletes who enter into college, that's a large number. Next, take a look at the number who are drafted (by the professional ranks), and that's a much smaller number. The number that actually sign a professional contract is very few; and from that group, they are only in professional athletics for three to four years on the average. If we can instill that thought (to the student-athlete), then the professional concern will go away," said Schultz.

Duke's Krzyzewski spoke on the virtues of athletics on the college campus and pointed out that these games must not run the university.

### Perspective is key

"I think the key word is perspective. Intercollegiate sports is great. It brings all of us together. It is a rallying point. Certainly, the most visible part of Duke University right now to the public is our basketball

team. The coach, the athletics director and the people following that team have to understand that it is not the most important part of the university. If that coach, AD or people who support the university let that get out of hand, then you have to take steps. I think that's when a coach should be fired.

"When you have boosters who say they won't give money unless you do things a certain (wrong) way, then I think you have to tell them to go to hell. There are a minority of people who think they have a lot of power and think that if they can run sports, they can run the school," said Krzyzewski.

"Most people have no idea what takes place in recruiting and the amount of time, money and effort spent. Some athletes we recruit, we recruit for over two years, although you can't see them face to face until they start their senior year of high school. If they sign early in November, you've really put on a rush for that kid in about a six-week period.

"In an evening, a youngster could get a call from Bob Knight, Dean Smith, myself, and, say, Jim Boeheim. From the first call to the last call, I don't see how he could remember what each of us said. It can become chaotic. People are always looking for things to get an edge—whether it be with a good book, a calendar, some type of recruiting aid, a letter from an alumnus. All of these things have been used across the country since I've gotten into coaching. What the NCAA has

done, and I think it's great, they've put limits on recruiting.

"We put limits on what we send to a recruit. They can't get calls or letters from alumni. I think we should educate our alumni and fans. Certainly, we can run a recruiting program and not cheat in doing it. I think the NCAA has made unbelievable progress the last couple years in making it more equal for everyone."

### NCAA doesn't make rules

Many people do not realize that the NCAA does not make the rules that govern collegiate athletics, but instead oversees the regulations brought about by the member institutions. Since Schultz has taken over the leadership of the NCAA, numerous steps have been taken to bring about a stronger sense among the schools to do things properly.

"The NCAA before Dick took over did not have enough people working for it," Krzyzewski said. "A school or a conference may have been cheating in 1981 or 1985, but there was nobody out there to catch them. These people became aware of this, and they became involved to the extent that cheating became a way of life, where it became the rule. Then, it wasn't cheating. That's what happened in our athletics society. A lot of people didn't understand the rule book, so there was a lot of ignorance.

"The last few years, what's happened is that the rule book has been simplified, the staff has become

See Panelists, page 18

## Letters to the Editor

### Scholarship no guarantee of success

To the Editor:

As a university athletics administrator, former coach and father of two sons on athletics scholarships, I find Mr. Eddy's article in the January 25 issue of The NCAA News alarming.

Mr. Eddy contends that universities can solve terrible injustice to student-athletes if we assign an academic counselor to make sure our athletes on scholarship attend class; and that if an athlete completes his athletics eligibility, he should graduate or the university should lose a scholarship.

An athletics scholarship offers a student an opportunity; it does not and should not guarantee success. Athletics is supposed to teach that if you set goals, have determination and work hard, you can be successful. If you don't do the things necessary to win, you fail, whether it is in athletics or in the classroom.

Because of their special needs and time commitment, athletes must be provided with services such as tutoring, counseling and medical care; but they must take responsibility for their own lives and education. We provide them a disservice when we overprotect them.

I have observed too many pampered athletes who have never been able to have success after their glory years in college athletics because there is no one to wake them up, take them to their job and do their work.

If my sons cannot learn anything else, I hope college athletics teaches them that to be successful, you have to do it the old-fashioned way—you have to earn it.

Tom Porter  
Associate Director of Athletics  
University of Illinois, Champaign

### Standing ovation an outrageous sight

To the Editor:

The standing ovation that John Thompson received for walking off the court in protest over the passing of Proposition 42 was an outrageous sight.

Thompson should be censured and not applauded for his unconscionable betrayal of minority students and their true educational needs.

And those who originally voted for Proposition 42 and are now buckling under pressure should be ashamed of themselves.

J. Malcolm Simon  
Director of  
Physical Education and Athletics  
New Jersey Institute of Technology

## Give women's game 40-second clock

Jim Jabir, head women's basketball coach  
Siena College

NCAA Women's College Basketball Press Kit

"I would like to see the game clock extended to 40 seconds, with a 10-second violation in the backcourt. The game has improved and is exciting enough to the point that we can extend the clock and let them play some more.

"I would also like to see more teams getting into postseason tournaments. A field of 48 (for the Division I Women's Basketball Championship) would be fine. The men's tournament had its share of blowouts and was still a great tournament. It hurts the smaller Division I programs that are striving to get to the next level."

David L. Karp, columnist  
Los Angeles Herald Examiner

"The university isn't supposed to be a giant farm system for the National Football League and the National Basketball Association, but that's how things now work.

"The best athletes work at less-than-decent wages for a few years, then head off to the pros. Rarely do they graduate—or take a course more demanding than Listen to the Coach's War Stories (whoops, Athletics Administration) or Rocks for Jocks.

"The less talented—the vast majority of athletes get exploited. They get paid trivial sums, over and under the table. When their days of sports glory are over, they're tossed on the rubbish heap without an education or a meal ticket."

Dal Shealy, executive vice-president  
Fellowship of Christian Athletes  
The Kansas City Times

"As a coach for many years, I can tell you most of the problems I had revolved around drugs and alcohol."

John Bonder, supervisor of officials  
Atlantic 10 Conference  
Scripps Howard Service

"It's a great field (college basketball officiating). The work is challenging, but it's rewarding. There's a real thrill to working a big game and doing it well."

Robert H. Atwell, president  
American Council on Education  
The Washington Post

"I think that way (athletics departments tied to a

university's budget), you put athletics in competition with chemistry and English for university funds.

"I think that is a desirable thing to do, because it can prompt considerable dialogue about the priorities of athletics."

Jennifer Harris,  
Director of marketing/public relations  
Civitan International  
Advertising Age

"Having a career in both the business and academic worlds, I see the effects of poor education from both sides.

"As a college teacher, I am both amazed and appalled at the educational level of many incoming freshmen. It is quite frustrating, and often useless, to attempt to teach these people on a college level when



## Opinions

they do not have the basic skills to build on.

"I agree...that educational reform must begin in grade school. Students with the proper foundation will grasp new concepts; those without it never catch up."

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# A parent (and chancellor) lists recruiting guidelines

By L. Jay Oliva

If you're the parent of a child who is thinking about going to college on a sports scholarship or simply to play college sports, then you should keep in mind a number of questions when the local recruiters start coming around or when you go to visit the schools of your interest.

There is immense value in playing intercollegiate sports, but the value—both from a social and an educational point of view—may depend on how clear-eyed you and your child make yourselves. I'm not only a university chancellor, I'm a parent of two sons who have undergone this experience.

You should know that certain rules apply to college recruitment; if you break them, even unknowingly, or if you allow coaches or recruiters to break them, you jeopardize your child's sports career.

You can find out these rules by asking the NCAA. You may also contact for further information your regional conference office. The NCAA can provide you with the address.

The coach who led your son or daughter through high school should take on new importance if your child is seriously thinking of attending college as an athlete. In fact, the good coach will act as an important intermediary between your child and the college.

## Academic quality

He or she may be able to tell you from experience about the academic quality of some of the colleges being considered; the coach will surely be able to tell you about the reputation and history, good or bad, of a college's relationship to its student-athletes.

The coach will surely be asked to give the inquiring college an honest appraisal of your child's academic and athletics interests and attitudes. Your recruiting experience will be a lot more pleasant and productive if your coach carries out his or her



L. Jay Oliva

responsibilities fully and fairly. Therefore, it is vital that you get to know your high school coach and learn his or her attitudes and interests in the recruiting process.

Once the college recruiter or college coach is present, you should ask a series of questions relating to your child's future academic experience.

First, find out with whom you are dealing. Often, recruiting is done by assistant coaches who are part-time

same questions with a college academic officer.

- How much time will be spent in athletics practice? Are absences allowed (encouraged?) to meet academic requirements?

- How long is the season? Are there so many games or competitions that time in class will seriously suffer? How does the college handle postseason competitions and the time away from school they require?

- How is the freshman year handled? How much academic supervision is provided?

- How often will the student's academic program be monitored in the first semester and the first year? Determine for yourself, from all of the above, how much time is left for your child.

## Which wins?

And above all, ask a straight question: If there is a competition between study time for a due paper or a key exam and practice for the

*"The quality of life for the student-athlete can be rich and wonderful, but it also can be isolated, stressful and counterproductive."*

employees of the university and do not know a lot about the academic experience; their primary interest is in their team. Be sure you speak with the head coach, but do not be satisfied; be sure to check with an academic recruiter or officer of the college who knows the real story about admissions and academic programs.

Then, demand to know in detail how much time your child will have for his or her education—get a good idea of the time involved—but do not take a conservative estimate from a recruiter. Check the

"big game," which wins? Does the college value winning over your child's academic progress; does the coach insist on discipline and required practice above everything? You should know.

What is the graduation rate of the college for its athletes? How many athletes of this institution actually complete their education, and how many years does it take them?

What major or program does your child want? Can he or she accomplish this major or program and compete athletically?

Is the coach suggesting a special curriculum for your child? If so, be suspicious. What's this curriculum? Who teaches? Where does it lead? What is its reputation? Be very careful here, and seek advice from outside that particular college.

The quality of life for the student-athlete can be rich and wonderful, but it also can be isolated, stressful and counterproductive.

- Will your child be isolated as an athlete?

- Will he or she be encouraged to live and dine separately from other students?

- Does your child attend classes with the rest of the student body, or is the experience tutorial in the main?

If the answer to any of the above questions is yes, then what is the recruiter's and the college's explanation for this separation?

And, as a parent, you know your child better than anyone. What idiosyncrasies does your son or daughter have that will make the particular kind of student life awaiting him or her difficult—or enjoyable? Check them out.

## Financial situation

Underpinning the college experience, of course, is the financial situation, and questions concerning finances should be prominent in your inquiry.

You should keep in mind that Division I schools offer grants based on athletics ability. Division III schools only consider a student's financial need.

As a parent, you should consider physical needs. The safety and well-being of your child is a primary concern. Anyone's first anxiety is: What happens if my child gets hurt? It is important to know that if your

child is injured, will his or her scholarship continue? Will insurance cover the costs of recovery from an injury—even if it occurred off the field?

When deciding on a college, the hardest question for parents and athletes to ask themselves is: Are you and your child being hard-headed about your child's ability level and ability to succeed in the athletics program you want? Parents often overshoot on the evaluation of their children's talent and insist on putting them in situations where they are doomed to fail or to be extremely unhappy. Examine yourself carefully on this one.

## Athletics reputation

A question almost as hard: Are you picking a particular college program for its athletics reputation, in which your child may sit on the bench of a highly visible team? Or are you picking a program geared to your child's ability to happily participate, even though the program is nationally less visible? Are they going to redshirt your child—making him or her sit out a year from the sport, gaining eligibility and extending the academic program to five years?

Decide, in discussion with your child, if playing and enjoying it is important, and then evaluate the athletics programs that fit the model.

I personally have seen too many students sit out their college years on a prominent bench, when, in a less prominent program, they might have been playing and starring... and building a lifetime of memories and achievements.

*Oliva is chancellor of New York University. This column first appeared in Newsday, and it is reprinted with permission of the author.*



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# Several seniors could finish among all-time scoring leaders

By Richard M. Campbell  
NCAA Assistant Statistics Coordinator

Arizona's multitalented and unselfish Sean Elliott heads the list of 1989 seniors in career scoring and has the best chance at making the somewhat exclusive circle of 2,500-point scorers (now at 35 players).

No one in this year's graduating class can match either 1988's Danny Manning or 1987's David Robinson in overall statistics, but several of the current seniors have a shot at finishing in the all-time career tables.

Elliott has 2,283 points through games of February 12. He has good numbers in other categories as well. The 6-8 Elliott was a unanimous choice for consensus all-America last year.

Duke's Danny Ferry, who made the consensus second team, is a do-it-all player who could star at three positions. Name another 6-10 player who has led his team to the NCAA Final Four two of the last three years and has 446 career assists.

Jeff Martin, Murray State's versatile 6-6 forward, is just behind Elliott in career points with 2,212. Seven other seniors already have eclipsed 2,000 career points. They are Stanford's Todd Lichti (2,168), Boston College's Dana Barros (2,104), Brigham Young's Michael Smith (2,093), Cleveland State's Ken "Mouse" McFadden (2,085), Michigan's Glen Rice (2,080), Dartmouth's Jim Barton (2,023) and Ohio's Paul Graham (2,007). (All figures are through February 12.) The only junior to do it is La Salle's 6-6 Lionel Simmons at 2,080.

Illinois' Kenny Battle is close to joining the 2,000-point club, and next in line is South Alabama's Jeff Hodge.

Louisville's Pervis Ellison and George Mason's Kenny Sanders could be the only seniors to reach the 2,000-point, 1,000-rebound club. The 6-9 Ellison had 1,945 points

and 1,041 rebounds, and Sanders had 1,985 points and 934 rebounds. Simmons also is close with 959 rebounds. Others with a chance include BYU's Smith (2,093/850), Drexel's John Rankin (1,952/811) and Louisiana Tech's Randy White (1,719/936).

Barton, with the fourth-best season free-throw mark ever at 94.2 in 1986, could move into the top five career free-throw shooters with his 89.6 through games of February 12. Louisville's Ellison already has 339 career blocks, good enough for a sixth-place tie on the all-time career list. DePaul's Stanley Brundy has fashioned a 62.1 career field-goal percentage and would be listed in the all-time top 20 if he keeps that pace.

In career assists, several seniors should finish in the top 10. Syracuse's Sherman Douglas leads the pack with 850 assists (6.9 per game). Bradley's Anthony Manuel has 800 (8.0 average) and UCLA's Jerome "Pooh" Richardson has 733 (6.7 average). Douglas also is within

followed by George Mason's Sanders at 9.5, Stetson's Randy Anderson 8.7, Louisville's Ellison 8.3, Lafayette's Otis Ellis 8.2 and Louisiana Tech's White 8.0.

In per-game scoring, the leader is Martin's 20.7. Next come Barton at 20.6, Sanders 20.3, Graham 19.7, Barros 19.1, McFadden and Rankin, both 19.0.

Among juniors with at least two years (including the current one), Simmons leads with a 23.4 scoring average. Next is Loyola Marymount's Hank Gathers at 20.5, then Virginia Tech's Bimbo Coles at 19.8.

Simmons also is the top junior in rebounding average with 10.8 per game, narrowly ahead of Coleman's 10.3, then Gathers at 8.9.

## Big little man

There is no doubt about the big man in men's Division III basketball. He is Trenton State's amazing little (5-7 and 140) Greg Grant, likely to become the first 30-point career scorer in division history.

Grant is averaging 32 points per game this season and 30.2 for his



**Florida's Dwayne Davis tops Division I men in field-goal percentage**



**Mike Nelson, Maine-Farmington, is among Division III field-goal percentage leaders**

Says Grant, "The NBA dream gets tougher when you're 5-7 and playing in Division III." The dream was given a boost last summer when he played in the Sonny Hill League in Philadelphia. The player nobody knew scored 25 points per game and made the all-star team, along with La Salle's Lionel Simmons and Temple's Mark Macon. "At first, guys wouldn't talk to me—they didn't know who I was," Grant said. "Everybody was talking to me after a while."

Grant serves as an inspiration to players and coaches alike. Peter Manetas, Trenton State SID, reports that Harvey Yavener of the Trenton Times got this quote from Princeton's veteran head coach, Pete Carril: "I wish all my players had Grant's kind of toughness. He's an inspiration to me, except he makes me feel a little less sure of myself. I was one of the best little players, an all-stater and an all-America nominee at 5-6. But this guy is amazing."

Steve Worthy, a 6-4 high school standout in New Jersey, told L. A. Parker of the Trenton Times: "Greg showed a lot of people it doesn't matter how big you are. He's a very good person and a great player. I look up to him."

Grant's coach, Kevin Bannon, says Greg has made great personal strides: "He was introverted, wouldn't make eye contact and was not a very good student. Now, he is outgoing, popular and has a 2.460 grade-point average." Grant started in college at Morris Brown but returned home to Trenton when his grandfather died and his grandmother became ill. He caught Bannon's eye in the summer leagues, and the coach found him working in a seafood store.

Tonya Grant, his younger sister, is a 6-1 junior center for St. Peter's. Greg is a vociferous fan who shouts instructions to his sister. Tonya just sits quietly and is amazed by what her brother can do.



## Basketball notes

range of the all-time career record of 894 by Northeastern's Andre Lafleur.

La Salle's Simmons will be only the ninth player in the last decade to have more than 2,000 points entering his senior year. If he keeps up the same pace next season, Simmons could become only the second (Texas Southern's Harry Kelly was the first in 1983) to score 3,000 points and grab 1,000 rebounds.

## Per-game leaders

On a per-game basis for seniors with at least two seasons, the top career rebounder is South Carolina State's Rodney Mack at 9.9. He is

career, above the division-record 29.7 by Rickey Sutton of Lyndon State in 1976-1979. Grant led his team to the quarterfinals of the national-championship tournament last year (26-4) and powered a 19-1 start this season.

"This kid is as quick as anybody I've seen in years," Marty Blake, scouting director of the National Basketball Association, told Jack Curry, New York Times correspondent. "He has great scoring ability. Size doesn't mean anything if you have the ability. Can he play in the NBA? I don't know, but he'll get his chance."

# Only two women's coaches have more than 500 victories

Only two coaches in NCAA Division I women's basketball history have reached 500 career victories, and both are still active. Texas' Jody Conradt, one of Division I's most successful coaches, had posted 519 wins through games of February 12, while Fresno State's Bob Spencer had 514. Louisiana State's Sue Gunter with 407 career wins is the only other women's coach over 400 victories. Marynell Meadors of Florida State, with 396 through February 12, should surpass the 400-victory plateau late this year or early next year.

Conradt, who has averaged more than 19 wins per year in 20 years as a head coach at Sam Houston State, Texas-Arlington and Texas, led the Lady Longhorns to the 1986 Division I championship. Spencer has spread out 23 seasons at John F. Kennedy, Parsons, William Penn and Fresno State. Both coaches also are among the top 25 Division I coaches in winning percentage.

Including Conradt, Spencer, Gunter and Meadors, only 12 active Division I coaches have reached 300 career victories. The others are Vivian Stringer of Iowa, Billie Moore of UCLA, Mary Lou Johns of Memphis State, Pat Summitt of Tennessee, Kay Yow of North Carolina State, Theresa Greutz of Rutgers, Maryalyce Jeremiah of Cal State Fullerton and Jill Hutchison of Illinois State. For coaches with less than five years in Division I, Sylvia Hatchell of North Carolina was the only one with more than 300 career wins.

In Division II, Darlene May of Cal Poly Pomona heads the list of active coaches, with 369 victories going into the season. Gannon's Judy Saurer was next at 313, followed by Hampton's Tiny Laster at 294 and Stonehill's Paula Sullivan at 284.

In Division III, Bridgewater's (Virginia) Laura Mapp was the leader with 359. She is followed by St. John Fisher's Phil Kahler at 329, Elizabethtown's Yvonne Kauffman's 317 and Pomona-Pitzer's Nancy Breitenstein's 287.

## Quotes of the week

Louisville center Pervis Ellison after being injured against Ohio State January 29: "I could just see dollar bills flying away. I guess that's why I couldn't say anything." (Ellison, of course, is back now.)

Delta State sophomore forward Keire Dixon, asked whether many of his friends would show up to see him play when the Statesmen played Livingston, only 38 miles from his hometown of Meridian, Mississippi: "I have only two." (Jody Corro, Delta State SID)

Eastern New Mexico coach Earl Diddle to Billy Sims during a recent road trip to Rice: "Billy, try to keep your room a little neater. We don't want to have to get a search warrant to find all your stuff when we get ready to leave." (Wendel Sloan, Eastern New Mexico news services director)

Wake Forest freshman Beth Davis on playing against Olympian and all-America Brigitte Gordon of Tennessee: "It was definitely the



**Harvard's Sarah Duncan ranks among Division I blocked-shot leaders**

first time I had ever gone one-on-one with an Olympian. But each time you go out on the floor, you play against people just like yourself. That's all—they're just people. They may dunk over my head or whatever, but that's never going to stop me from trying. I'm always going to take it to them. I did miss the shot, but next time..." (Deana Nail, Wake Forest women's SID)

There was a time early in Laura Heard's basketball career when she was ready to call it quits. Even though the Alabama junior forward was talented, she almost stopped playing in the seventh grade. "I quit when I was in the seventh grade



**Tracy McCall of North Alabama is among Division II field-goal percentage leaders**

because I was scared of being in front of all those people. I was always shy, but my daddy said, 'You're going to play.' I'd tell him I couldn't do it, and I would always cry and cry before the games. After a while, I got used to it." She has since conquered her problem enough to average more than 12 points and 10 rebounds per game for the Crimson Tide and, January 30, she set a Coleman Coliseum women's record with 21 rebounds against Florida State. (Becky Hopf, Alabama assistant SID)

After driving the baseline, being immediately surrounded by four defenders and then being whistled

for traveling, Rollins sophomore guard Carissa Andres was asked by head coach Glenn Wilkes Jr. where she was going. Andres' reply: "Nowhere." (Fred Battenfield, Rollins SID)

Sisterhood for the Phi Mu sorority takes on a special meaning for five of its members on the Bethany (West Virginia) women's basketball team. Throughout the season, juniors Lena Mays, Dawne Mosier and Robin Sayre, along with sophomores Denise Doster and Lisa Wise, either have started or seen plenty of action together at one time on the court. The team has no seniors and six freshmen. As Mays, from Co-rapolis, Pennsylvania, said: "We might be the only team in the nation that can 'rush' freshmen on a basketball court." [Lisa Campanell Komara, Bethany (West Virginia) head basketball coach]

## Family affairs

Identical twin brothers Ramon and Damon Williams are the starting guards for Virginia Military, and each is averaging more than 18 points a game. Ramon threw in seven straight three-pointers, one short of the record, against Richmond February 2, before his last shot from 25 feet hit the back iron at the buzzer. (Mike Strickler, Virginia Military SID)

West Georgia this season features a brother-sister combination. Stacy Worthy, a junior forward for the Braves, is the brother of senior forward Tracy Worthy of the Lady Braves. (Warren Miller, West Georgia SID)



# Basketball Statistics

Through games of February 13

## Men's Division I individual leaders

SCORING						
CL	G	TFG	3FG	FT	PTS	AVG
1. Hank Gathers, Loyola (Cal.)	Jr	23	319	0	128	33.3
2. Lionel Simmons, La Salle	Jr	25	268	16	156	28.3
3. Chris Jackson, Louisiana St.	Fr	23	238	55	118	28.2
4. Raymond Dudley, Air Force	Jr	23	223	90	101	27.7
5. Bimbo Coles, Virginia Tech	Jr	19	176	45	126	27.5
6. Stacey King, Oklahoma	Sr	21	212	0	132	26.5
7. Gerald Glass, Mississippi	Jr	21	209	30	102	26.2
8. Blue Edwards, East Caro.	Sr	22	226	16	104	27.2
9. Michael Smith, Brigham Young	Sr	21	205	28	101	25.7
10. Glen Rice, Michigan	Sr	23	221	52	93	25.5
11. Terry Brooks, Alabama St.	Sr	21	191	9	142	25.4
12. Jeff Martin, Murray St.	Sr	22	207	47	92	25.1
13. John Tait, Marshall	So	20	176	42	108	25.1
14. Kurk Lee, Towson St.	Jr	22	184	63	119	25.0
15. Eric Brown, Miami (Fla.)	Sr	24	197	7	194	24.8
16. Jay Taylor, Eastern Ill.	Sr	21	201	0	101	24.0
17. John Rankin, Drexel	So	22	211	0	103	23.9
18. Tom Davis, Delaware St.	Sr	20	160	78	78	23.8
19. Jim Barton, Dartmouth	Sr	21	190	0	113	23.5
20. Rico Washington, Weber St.	Sr	18	142	55	82	23.4
21. Wally Lancaster, Virginia Tech	Sr	18	201	0	88	23.3
22. Jeff Sanders, Ga. Southern	Jr	21	201	13	75	23.3
23. Bailey Alston, Liberty	Jr	21	182	32	94	23.3
24. Chris Cheeks, Va. Commonwealth	Sr	21	182	32	94	23.3

BLOCKED SHOTS			
CL	G	NO	AVG
1. Alonzo Mourning, Georgetown	Fr	22	116
2. Alan Ogg, Ala.-Birmingham	Jr	21	94
3. Duane Lauswell, Temple	So	22	97
4. Derrick Coleman, Syracuse	Jr	26	101
5. Dan Godfread, Evansville	Jr	21	72
6. Mike Butts, Bucknell	Sr	22	73
7. Monty Henderson, Siena	Sr	18	59
8. Kenny Green, Rhode Island	Jr	22	72
9. Elden Campbell, Clemson	Jr	20	64
10. Pervis Ellison, Louisville	Sr	20	63

ASSISTS			
CL	G	NO	AVG
1. Glenn Williams, Holy Cross	Sr	23	223
2. Chris Corchiani, North Caro. St.	So	20	187
3. Sherman Douglas, Syracuse	Sr	26	233
4. Gary Payton, Oregon St.	Jr	21	176
5. Anthony Manuel, Bradley	Sr	22	184
6. Doug Overton, La Salle	So	25	202
7. Brian Oliver, Georgia Tech	Jr	23	181
8. Darrell McGee, New Mexico	Jr	22	167
9. Jeff Timberlake, Boston U.	Sr	21	155
10. Byron Dinkins, N.C.-Charlotte	Sr	22	161
11. Gerald Harris, Middle Tenn. St.	Jr	24	174

STEALS			
CL	G	NO	AVG
1. Mookie Blaylock, Oklahoma	Sr	24	105
2. Darrion Applewhite, Texas Southern	Jr	22	83
3. Carlton Screen, Providence	Jr	21	79
4. Lance Blanks, Texas	Jr	23	86
5. Kurk Lee, Towson St.	Jr	22	86
6. Kenny Robertson, Cleveland St.	Sr	22	76
7. Haywoode Workman, Oral Roberts	Sr	24	82
8. D'Wayne Tanner, Rice	Jr	21	69
9. Jim Rhode, Idaho St.	Jr	21	67
10. Gary Payton, Oregon St.	Jr	21	67

REBOUNDING			
CL	G	NO	AVG
1. Hank Gathers, Loyola (Cal.)	Jr	23	321
2. Ron Draper, American	Jr	22	278
3. Tyrone Hill, Xavier (Ohio)	Jr	23	283
4. Derrick Coleman, Syracuse	Jr	26	302
5. Rodney Mack, South Caro. St.	Sr	25	288
6. Hakim Shahid, South Fla.	Jr	20	229
7. Lionel Simmons, La Salle	Jr	25	286
8. Daryl Baffles, Southern-B.R.	Sr	21	239
9. Fred Burton, LIU Brooklyn	Sr	21	237
10. Rico Washington, Weber St.	Sr	21	235

FIELD-GOAL PERCENTAGE					
(Min. 5 FG Made Per Game)	CL	G	FG	FGA	PCT
1. Dwayne Davis, Florida	So	24	129	180	71.7
2. Loy Vaughn, Michigan	Jr	23	133	187	71.1
3. Cameron Burns, Mississippi St.	So	21	124	180	68.9
4. Rodney Mack, South Caro. St.	Sr	25	153	225	68.0
5. Larry Stewart, Coppin St.	So	22	158	236	66.9
6. Riley Smith, Idaho	Jr	23	117	177	66.1
7. Brian Parker, Cleveland St.	Jr	22	140	213	65.7
8. Craig Cottrell, San Diego	Jr	22	113	174	64.9
9. Greg Williams, Arkansas St.	Jr	24	120	185	64.9
10. Mark Randall, Kansas	So	24	161	249	64.7
11. Darryl Prue, West Va.	Sr	21	116	180	64.4
12. Charlie Thomas, New Mexico	Sr	22	162	252	64.3
13. Heder Ambrose, Baptist	Sr	22	127	198	64.1
14. Stanley Brundy, DePaul	So	23	179	281	63.7
15. Pat Burke, Wagner	Jr	26	208	327	63.6
16. Stephen Thompson, Syracuse	Sr	20	111	175	63.4
17. Royce Jeffries, Oklahoma St.	Sr	23	116	183	63.4
18. Robert Haugen, St. Mary's (Cal.)	Sr	23	116	183	63.4

FREE-THROW PERCENTAGE				
(Min. 2.5 FT Made Per Game)	CL	G	FT	FTA
1. Steve Henson, Kansas St.	Jr	21	71	75
2. Ric Blevins, Kent	Jr	22	73	78
3. Larry Simmons, Md. Balt. County	Jr	24	71	77
4. Kurk Lee, Towson St.	Jr	22	119	130
5. Ed Peterson, Yale	Fr	22	84	92
6. Sean Miller, Pittsburgh	So	22	61	68
7. Jeff Lauritzen, Indiana St.	So	21	61	67
8. Michael Smith, Brigham Young	Sr	21	101	111
9. Harold Walton, Kent	Sr	23	68	75
10. Kai Nurnberger, Southern Ill.	Sr	23	101	112
11. Scott Dimak, S. F. Austin St.	Sr	23	61	68
12. Ronnie Christian, Appalachian St.	So	22	106	119
13. Jason Matthews, Pittsburgh	Jr	23	72	81
14. Jim McPhee, Gonzaga	Sr	19	48	54
15. Terrence Brinck, South Ala.	Sr	26	100	113
16. Darrin Hale, Morehead St.	Sr	26	100	113

3-POINT FIELD GOAL PERCENTAGE				
(Min. 2.5 3-PT FG Made Per Game)	CL	G	3PT	3PTA
1. Jeff Herdman, UC Irvine	So	21	35	58
2. Eric Longing, Southern Methodist	Sr	21	37	64
3. John Bays, Towson St.	Sr	22	53	92
4. Mike Doktorczyk, UC Irvine	Sr	20	33	58
5. Joel Tribelhorn, Colorado St.	Sr	22	48	89
6. Mike Joseph, Bucknell	Jr	22	42	79
7. Kirk Manns, Michigan St.	Jr	20	35	67
8. Jeff Martin, Murray St.	Jr	22	47	90
9. Bill Wood, Detroit	Jr	21	32	62
10. Sean Higgins, Michigan	So	20	32	62

3-POINT FIELD GOALS MADE PER GAME				
(Min. 2.5 3-PT FG Made Per Game)	CL	G	NO	AVG
1. Timothy Pollard, Mississippi Val.	Sr	22	92	4.2
2. Sydney Grider, Southwestern La.	Jr	23	94	4.1
3. Jeff Fryer, Loyola (Cal.)	Jr	23	90	3.9
4. Raymond Dudley, Air Force	Jr	23	90	3.9
5. Jim Barton, Dartmouth	Sr	20	78	3.9
6. Dana Barros, Boston College	Sr	20	77	3.8
7. Andy Kennedy, Ala.-Birmingham	So	21	80	3.8
8. George McCloud, Florida St.	Sr	21	78	3.7
9. Dennis Scott, Georgia Tech	So	23	84	3.7
10. Reid Newey, Utah St.	Sr	22	80	3.6

REBOUNDING				
	CL	G	NO	AVG
11 Kenny Sanders, George Mason	Sr	21	234	11.1
12 Ed Horton, Iowa	Sr	24	265	11.0
13 Stacey King, Oklahoma	Sr	21	230	11.0
14 Adrian Caldwell, Lamar	Sr	20	217	10.9
15 Clarence Weatherpoon, Southern Miss.	Fr	20	211	10.6
16 Anthony Bonner, St. Louis	Sr	25	263	10.5
17 Rondey Robinson, Wright St.	Sr	22	231	10.5
18 Shaun Vandiver, Colorado	So	21	220	10.5
19 Randy White, Louisiana Tech	Sr	22	225	10.2
20 Kerry Hammonds, Middle Tenn. St.	Sr	24	243	10.1

## Team leaders

SCORING OFFENSE				
	G	W-L	PTS	AVG
1. Loyola (Cal.)	23	14-9	2585	112.4
2. Oklahoma	24	21-3	2563	106.8
3. Southern-B.R.	21	12-9	2053	97.8
4. Ark.-Lit. Rock	22	17-5	2128	96.7
5. Texas	23	18-5	2197	95.5
6. Louisiana St.	23	17-6	2178	94.5
7. Michigan	23	18-5	2154	93.7
8. Florida St.	21	19-2	1966	93.6
9. Syracuse	26	21-5	2400	92.3
10. Nevada-Reno	21	13-8	1927	91.8
11. Middle Tenn. St.	24	18-6	2193	91.4
12. North Caro.	24	19-5	2180	90.8
13. Kansas	24	16-8	2168	90.3
14. Miami (Fla.)	24	14-10	2163	90.1

SCORING DEFENSE				
	G	W-L	PTS	AVG
1. Princeton	19	14-5	1019	53.6
2. Boise St.	21	17-4	1203	57.3
3. St. Mary's (Cal.)	23	20-3	1338	58.2
4. Ball St.	22	20-2	1313	59.7
5. Idaho	23	19-4	1387	60.3
6. Arkansas St.	24	18-6	1469	61.2
7. Fresno St.	21	11-10	1298	61.8
8. Colorado St.	22	14-8	1360	61.8
9. Southwest Mo. St.	22	16-6	1367	62.1
10. Connecticut	20	13-7	1249	62.5
11. Wis. Green Bay	22	12-10	1394	63.4
12. St. Peter's	24	18-6	1531	63.8
13. Wisconsin	20	13-7	1278	63.9
14. Lafayette	22	16-6	1415	64.3

SCORING MARGIN				WON-LOST PERCENTAGE			
	OFF	DEF	MAR		W-L	PCT	
1. Michigan	93.7	73.1	20.5	1. Ball St.	20-2	909	
2. Duke	88.5	68.0	20.5	2. Florida St.	19-2	905	
3. St. Mary's (Cal.)	78.3	58.2	20.1	2. West Va.	19-2	905	
4. Georgetown	82.6	64.6	18.0	4. Oklahoma	21-3	875	
5. Oklahoma	106.8	89.6	17.2	5. Illinois	20-3	870	
6. Syracuse	92.3	75.3	17.0	5. St. Mary's (Cal.)	20-3	870	
7. Siena	87.4	70.5	16.9	7. Georgetown	19-3	864	
8. Arizona	83.6	66.8	16.9	8. Arizona	18-3	851	
9. Idaho	76.4	60.3	16.1	8. Evansville	18-3	851	
10. Florida St.	93.6	78.5	15.1	8. Ga. Southern	18-3	851	
11. Providence	86.3	71.4	14.9	11. Siena	21-4	842	
12. North Caro. St.	86.1	71.6	14.5	12. La Salle	19-4	840	
13. Seton Hall	83.7	69.3	14.5	12. Missouri	21-4	840	
14. West Va.	80.1	66.3	13.8				

Current Winning Streak: West Va. 19, Siena 12, Ga. Southern 12, George Mason 7, La Salle 7, Ball St. 7, Evansville 7.

FG			FGA	PCT	FIELD-GOAL PERCENTAGE DEFENSE		
	FG	FGA	PCT		FG	FGA	PCT
1 Michigan	833	1446	57.6				
2 Duke	706	1263	55.9				
3 Syracuse	954	1718	55.5	1 Georgetown	506	1298	39.0
4 St. Mary's (Cal.)	681	1251	54.4	2 Texas-San Antonio	502	1287	39.0
5 New Mexico	656	1206	54.4	3 St. Mary's (Cal.)	503	1266	39.7
6 Evansville	603	1132	53.3	4 West Va.	503	1264	39.8
7 Kansas	809	1528	52.9	5 Evansville	519	1297	40.0
8 North Caro.	814	1545	52.7	6 Ball St.	460	1129	40.7
9 Marquette	554	1059	52.3	7 UTEP	556	1360	40.9
10 Marist	648	1244	52.1	8 Siena	464	1128	41.1
11 Ga. Southern	626	1202	52.1	9 Duke	522	1265	41.3
12 Arkansas St.	687	1323	51.9	10 Boston U.	486	1177	41.3
13 Notre Dame	553	1066	51.9	11 Fresno St.	441	1064	41.4

FREE-THROW PERCENTAGE			12 Connecticut	438	1054	41.6	
	FT	FTA	PCT	13. Montana	543	1303	41.7
1 Brigham Young	378	468	80.8	REBOUND MARGIN			
2 Kent	437	550	79.5		OFF	DEF	MAR
3 Gonzaga	376	480	78.3	1 Notre Dame	39.8	28.6	11.2
4 Louisiana St.	424	543	78.1	2 Iowa	42.8	31.8	11.0
5 Bucknell	377	484	77.9	3 Michigan	38.4	28.8	9.6
6 Indiana St.	396	513	77.2	4 Georgetown	42.5	33.5	8.9
7 Western Mich.	353	460	76.7	5 Minnesota	38.8	29.9	8.9
8 Ohio St.	424	555	76.4	6 Missouri	43.6	35.5	8.0
9 South Ala.	400	525	76.2	7 Stanford	35.8	27.9	7.8
10 Wis.-Green Bay	274	360	76.1	8 Seton Hall	40.4	33.3	7.1
11 Georgia Tech	363	477	76.1	9 Alabama	38.6	31.6	7.0
12 Towson St.	417	549	76.0	10 St. John's (N.Y.)	37.0	30.5	6.5
13 Ohio	338	447	75.6	11 St. Louis	38.4	32.4	6.2
14 George Mason	354	471	75.2	12 Weber St.	38.2	32.2	6.0

3-POINT FIELD-GOAL PERCENTAGE				
	G	FG	FGA	PCT
1 Michigan	23	112	234	47.9
2 Wis.-Green Bay	22	133	284	46.8
3 Notre Dame	18	53	114	46.5
4 Wisconsin	20	103	225	45.8
5 Citadel	22	117	256	45.7
6 Bucknell	22	110	241	45.6
7 Indiana	25	83	182	45.6
8 Dartmouth	20	128	281	45.6
9 Boise St.	21	86	190	45.3

13 Illinois	36.6	30.5	6.0
14 Penn St.			

3-POINT FIELD GOALS MADE PER GAME			
	G	NO	AVG
1 Loyola (Cal.)	23	186	8.1
2 Valparaiso	22	170	7.7
3 Mt. Mary's (Mo.)	22	170	7.7
4 Tennessee	21	159	7.6
5 Oral Roberts	24	179	7.5
6 Texas	23	171	7.4
7 Ala.-Birmingham	21	155	7.4

# Team leaders

SCORING OFFENSE				
	G	W-L	PTS	AVG
1 Long Beach St	23	19-4	2086	90.7
2 Northern Ill.	21	18-3	1850	88.1
3 Maryland	21	19-2	1799	85.7
4 Providence	23	18-5	1954	85.0
5 Texas	21	17-4	1766	84.1
6 Northwestern La	19	15-4	1588	83.6
7 Stanford	21	19-2	1752	83.4
8 North Caro St	22	18-4	1834	83.4
9 Mississippi Val	21	13-8	1748	83.2
10 Arkansas	21	15-6	1745	83.1
11 Wake Forest	23	14-9	1908	83.0
12 Virginia	23	18-5	1902	82.7
13 Southern Miss	20	16-4	1644	82.2

SCORING DEFENSE				
	G	W-L	PTS	AVG
1 Auburn	21	21-0	1058	50.4
2 Montana	22	19-3	1205	54.8
3 Louisiana Tech	23	21-2	1265	55.0
4 Boise St	21	16-5	1160	55.2
5 Cincinnati	23	17-6	1280	55.7
6 James Madison	21	18-3	1186	56.5
7 St. Peter's	23	18-5	1302	56.6
8 Miami (Ohio)	22	15-7	1253	57.0
9 Iowa	23	20-3	1315	57.2
10 Southern Ill.	21	12-9	1201	57.2
11 Cal St. Fullerton	22	18-4	1267	57.6
12 Gonzaga	23	13-11	1386	57.8
13 Tennessee	23	21-2	1330	57.8
14 Utah	21	17-4	1231	58.6

SCORING MARGIN			WON-LOST PERCENTAGE		
	OFF	DEF	MAR	W-L	PCT
1 Auburn	81.2	50.4	30.9	21-0	1,000
2 Louisiana Tech	79.3	55.0	24.3	21-1	955
3 Tennessee	80.9	57.8	23.1	21-2	913
4 St. Peter's	78.8	56.6	22.2	21-2	913
5 Maryland	85.7	65.4	20.2	20-2	909
6 Georgia	81.4	61.4	20.0	19-2	905
7 Long Beach St.	90.7	70.9	19.8	19-2	905
8 Iowa	75.8	57.2	18.6	20-3	870
9 Northern Ill.	88.1	70.3	17.8	20-3	870
10 San Diego St.	77.6	60.0	17.7	20-3	870
11 Radford	79.2	61.8	17.4	20-3	870
12 James Madison	73.9	56.5	17.4	19-3	864
13 Stanford	83.4	66.4	17.0	19-3	864
14 Montana	71.2	54.8	16.5	19-3	864
15 Nevada-Las Vegas	78.1	62.1	16.0	19-3	864
16 Texas	84.1	68.4	15.7		

FIELD-GOAL PERCENTAGE			FIELD-GOAL PERCENTAGE DEFENSE				
	FG	FGA	PCT	FG	FGA	PCT	
1 Maryland	761	1379	55.2	1 Auburn	424	1279	33.2
2 South Caro.	702	1350	52.0	2 Montana	435	1223	35.6
3 Stetson	756	1473	51.3	3 Louisiana Tech	494	1342	36.8
4 Arkansas	700	1379	50.8	4 Georgia	507	1375	36.9
5 Tennessee	753	1486	50.7	5 Fresno St.	607	1640	37.0
6 North Caro. St.	745	1471	50.6	6 San Diego St.	529	1420	37.3
7 Auburn	693	1385	50.0	7 Dartmouth	416	1112	37.4
8 Tennessee Tech	655	1315	49.8	8 Nevada-Las Vegas	494	1317	37.5
9 Texas	706	1420	49.7	9 Purdue	487	1298	37.5
10 Notre Dame	574	1156	49.7	10 Monmouth (N.J.)	463	1226	37.8
11 Ohio St.	631	1273	49.6	11 Seton Hall	482	1272	37.9
12 St. Joseph's (Pa.)	657	1331	49.4	12 Villanova	535	1411	37.9
13 Mt. St. Mary's (Md.)	729	1477	49.4	13 Harvard	466	1229	37.9
FREE THROW PERCENTAGE							

# Basketball Statistics

Through games of February 4

## Men's Division II individual leaders

SCORING						
	CL	G	FTG	3FG	FT	PTS
1. Bennett Fields, East Tex. St.	Sr	21	227	39	61	554
2. Walter Hurd, Johnson Smith	So	19	187	36	91	501
3. Steve Delaveaga, Cal Lutheran	Sr	23	205	33	125	578
4. Carter Glad, Winona St.	Sr	21	192	67	98	549
5. Cornelius Jones, Morris Brown	Jr	18	182	3	103	470
6. Mike Louden, Phila. Textile	Sr	21	189	56	98	532
7. Dave Reynolds, Davis & Elkins	Sr	19	169	34	109	481
8. Leo Parent, Lowell	Sr	21	186	43	114	529
9. Tony Smith, Pfeiffer	Fr	18	175	51	45	446
10. Mike Higgins, Northern Colo.	Sr	19	166	0	130	462
11. Joe Miller, Calif. (Pa.)	Sr	20	183	0	118	484
12. Mike Knorr, East Tex. St.	Jr	21	201	0	90	492
13. Robert Martin, Cal St. Sacramento	Sr	21	159	97	58	473
14. John Henderson, Oakland	Sr	22	170	37	116	493
15. Leonard Harris, Virginia St.	Sr	17	153	0	73	379
16. Angelo Parenti, So. Conn. St.	Sr	19	144	55	80	423
17. Derek Fields, Northern Ky.	Sr	20	174	27	70	445
18. Jon Roberts, East Stroudsburg	Jr	19	140	1	141	422
19. Mike Sinclair, Bowie St.	Jr	19	145	59	71	420
20. Tony King, St. Cloud St.	Sr	19	150	3	117	420
21. Bryan Williams, Tampa	So	20	163	58	58	442
22. Steve Scheppe, NE Mo. St.	So	20	156	75	53	440
23. Lambert Shell, Bridgeport	Fr	21	170	0	93	461
24. Wayne Perry, Eckerd	Jr	21	184	1	90	459
25. Alberto Nadal, Barry	Sr	19	161	0	90	412
26. Al Ament, Wayne St. (Mich.)	Sr	19	150	1	111	412
27. Billy Holden, Bentley	Jr	18	116	32	126	390
28. Louis Smart, Tuskegee	Jr	18	138	70	42	388
29. Harold Ellis, Morehouse	Fr	17	142	0	82	366
30. Marcus Kennedy, Ferris St.	Jr	18	149	0	86	384

REBOUNDING						
	CL	G	NO	AVG		
1. Cornelius Jones, Morris Brown	Jr	18	256	14.2		
2. Toby Barber, Winston Salem	Jr	17	232	13.6		
3. Stephen Blandford, Wofford	Jr	19	247	13.0		
4. Mike Knorr, East Tex. St.	Jr	21	267	12.7		
5. Jon Roberts, East Stroudsburg	Jr	19	241	12.7		
6. Marques Wilson, Wayne St. (Neb.)	Sr	21	260	12.4		
7. Leonard Harris, Virginia St.	Sr	17	207	12.2		
8. Gerald Flynn, Johnson Smith	So	19	231	12.2		
9. Mike Flynn, Livingston	Sr	19	231	12.2		
10. Terry Davis, Virginia Union	Sr	20	229	11.4		
11. Kevin Smith, Cheyney	So	18	205	11.4		
12. Cliff Dixon, Jacksonville St.	Jr	19	214	11.3		
13. Len Rauch, Le Moyne	So	20	225	11.3		
14. Mike Higgins, Northern Colo.	Sr	19	213	11.2		
15. Joe Miller, Calif. (Pa.)	Sr	20	224	11.2		
16. Jerome Coles, Norfolk St.	Sr	19	211	11.1		
17. Alberto Nadal, Barry	Sr	19	205	10.8		
18. Lambert Shell, Bridgeport	Fr	21	226	10.8		
19. Dwight Walton, Florida Tech	So	19	204	10.7		
20. Leo Parent, Lowell	Sr	21	224	10.7		
21. Al Ament, Wayne St. (Mich.)	Sr	19	201	10.6		
22. Jon Traywick, West Chester	So	20	210	10.5		
23. Willie Scurry, New Hamp. Col.	So	20	202	10.1		
24. John Henderson, Oakland	Jr	22	219	10.0		
25. Glenn Stanley, Southwest Baptist	Fr	19	188	9.9		

ASSISTS						
	CL	G	NO	AVG		
1. Steve Ray, Bridgeport	Jr	21	253	12.0		
2. Brian Gregory, Oakland	Jr	22	245	11.1		
3. Chris Holloway, Virginia St.	So	12	117	9.8		
4. Jim Ferrer, Bentley	Sr	18	172	9.6		
5. Pat Madden, Jacksonville St.	So	19	175	9.2		
6. Lawrence Jordan, IU/PU-Fort Wayne	Jr	21	183	8.7		
7. Patrick Boren, Stonehill	Sr	19	161	8.5		
8. Kevin Tynan, St. Anselm	So	18	149	8.3		
9. Mark Benson, Texas A&I	Jr	22	182	8.3		
10. Dave Callahan, Gannon	Jr	20	165	8.3		
11. Elgin Pritchett, Clark (Ga.)	Jr	19	150	7.9		
12. Mark Phinisee, Morris Brown	Fr	18	140	7.8		
13. Tony Bacon, Lock Haven	Sr	20	150	7.5		
14. Vic Correa, Queens	Sr	21	149	7.1		

FIELD-GOAL PERCENTAGE						
(Min. 5 FG Made Per Game)	CL	G	FG	FGA	PCT	
1. Tom Schurfranz, Bellarmine	So	19	114	162	70.4	
2. Doug Poppe, Longwood	Jr	23	129	186	69.4	
3. Louis Newsome, North Ala.	Sr	22	134	196	68.4	
4. Harold Ellis, Morehouse	Fr	17	142	214	66.4	
5. Cornelius Jones, Morris Brown	Jr	18	182	276	65.9	
6. Kris Kearney, Fla. Southern	Sr	21	162	247	65.6	
7. Mike Higgins, Northern Colo.	Sr	19	166	254	65.4	
8. Tom Chaney, Indiana (Pa.)	Sr	19	115	179	64.2	
9. Odell Tidwell, SIU-Edwardsville	Sr	21	143	224	63.8	
10. Al Taylor, Texas A&I	Jr	21	148	233	63.5	
11. Glenn Stanley, Southwest Baptist	Fr	19	146	230	63.5	
12. Jeff Markray, Washburn	Jr	20	118	186	63.4	
13. Astley Smith, Florida Tech	So	19	116	183	63.4	
14. Terry Davis, Virginia Union	Sr	20	165	262	63.0	
15. Pat Holland, Randolph-Macon	So	20	158	252	62.7	
16. Lambert Shell, Bridgeport	Fr	21	170	273	62.3	
17. Robert Maddox, Mules	So	20	139	224	62.1	
18. Marcus Kennedy, Ferris St.	Jr	18	149	241	61.8	
19. Jon Bow, IU/PU-Fort Wayne	Sr	21	137	222	61.7	
20. Jay Guidinger, Minn.-Duluth	So	22	130	212	61.3	
21. Rodrigo Mello, West Tex. St.	Jr	21	110	180	61.1	
22. Rich Radicioni, Southern Conn. St.	Jr	19	142	233	60.9	
23. Scott Roloffness, Seattle Pacific	Sr	20	129	214	60.3	

FREE-THROW PERCENTAGE						
(Min. 2.5 FT Made Per Game)	CL	G	FT	FTA	PCT	
1. Mike Boschee, North Dak.	Jr	20	54	58	93.1	
2. Tony Budzik, Mansfield	Fr	20	77	86	89.5	
3. Dave Reynolds, Davis & Elkins	Sr	19	109	122	89.3	
4. Dan Wolf, Rollins	Sr	19	56	63	88.9	
5. Jerry Allicea, St. Joseph's (Ind.)	Sr	18	70	79	88.6	
6. Sly Simpkins, Gannon	Fr	20	53	60	88.3	
7. Gary Duda, Merrimack	Fr	18	53	60	88.3	
8. Kevin Owens, Indianapolis	Sr	20	97	111	87.4	
9. Pryor Orser, Eastern Mont.	Sr	22	55	63	87.3	
10. Charles Boyd, Randolph-Macon	Sr	20	68	78	87.2	
11. Scott Martin, Rollins	So	20	61	70	87.1	
12. Jamie Martin, Lewis	Sr	20	60	69	87.0	
13. John Schmuck, Bentley	Sr	18	73	84	86.9	
14. Lewis Jones, Central Mo. St.	Sr	21	89	103	86.4	
15. Marvin Dawson, N.C.-Greensboro	Sr	20	88	102	86.3	
16. Troy Truvillion, Eastern Mont.	Jr	22	92	107	86.0	
17. Derek Amalbert, Springfield	So	17	61	71	85.9	
18. Terry Papp, Tampa	Sr	20	115	134	85.8	
19. Hank Papp, Colorado Mines	So	20	60	70	85.7	
20. Rich Radicioni, Southern Conn. St.	Jr	19	111	130	85.4	
21. Dave Murgas, Mansfield	Sr	19	70	82	85.4	

3-POINT FIELD-GOAL PERCENTAGE						
	CL	G	FG	FGA	PCT	
1. Walter Hurd, Johnson Smith	So	19	36	60	60.0	
2. Aaron Baker, Mississippi Col.	Sr	20	49	84	58.3	
3. Thomas Gummings, Texas A&I	So	22	47	81	58.0	
4. Reggie Howard, UC Riverside	Jr	20	32	58	55.2	
5. Leon Crudup, Pembroke St.	Sr	18	31	57	54.4	
6. Marty Roberts, Queens	Jr	21	43	77	55.2	
7. Ronnie James, Texas A&I	Sr	22	43	83	51.8	
8. Mike Lewis, Southeast Mo. St.	So	20	30	58	51.7	
9. Tim Brown, Calif. (Pa.)	Sr	20	41	80	51.3	
10. James Walker, Norfolk St.	Jr	20	47	92	51.1	
11. A.J. English, Virginia Union	Jr	20	66	130	50.8	
12. Gary Paul, Indianapolis	Fr	20	66	130	50.8	

3-POINT FIELD GOALS MADE PER GAME						
	CL	G	NO	AVG		
1. Robert Martin, Cal St. Sacramento	Sr	21	97	4.6		
2. Troy Inman, Eastern N. Mex.	Jr	20	81	4.1		
3. Matt Harris, Millersville	Jr	21	83	4.0		
4. Rod Harris, LIU-Southampton	Sr	19	74	3.9		
5. Louis Smart, Tuskegee	Jr	18	70	3.9		
6. Steve Scheppe, NE Mo. St.	So	20	75	3.8		
7. Elgin Pritchett, Clark (Ga.)	Jr	19	68	3.6		
8. Lamont Walker, Virginia St.	Jr	16	57	3.6		
9. Mike Boschee, North Dak.	Jr	20	70	3.5		
10. Ed Finch, Grand Valley St.	Sr	22	76	3.5		

## Team leaders

SCORING OFFENSE						
	G	W-L	PTS	AVG		
1. Stonehill	19	14-5	1856	98.2		
2. Assumption	19	14-5	1859	97.8		
3. Morehouse	17	14-3	1619	95.2		
4. Jacksonville St.	19	16-3	1801	94.8		
5. Grand Valley St.	22	17-5	2073	94.2		
6. Kearney St.	21	11-10	1963	93.5		
7. Bridgeport	21	17-4	1918	91.3		
8. Millersville	21	16-5	1908	90.9		
9. Bentley	18	16-2	1633	90.7		
10. UC Riverside	20	19-1	1809	90.4		
11. Ferris St.	21	17-4	1897	90.3		
12. Indianapolis	20	11-9	1799	89.9		
13. Cal St. Sacramento	21	14-7	1887	89.9		
14. Alas-Fairbanks	21	11-10	1882	89.6		

SCORING MARGIN						
	OFF	DEF	MAR			
1. Randolph-Macon	81.3	63.0	18.4			
2. Virginia Union	87.8	69.8	17.9			
3. UC Riverside	90.4	72.7	17.8			
4. Millersville	90.9	74.2	16.7			
5. Jacksonville St.	94.8	78.5	16.3			
6. Norfolk St.	80.3	65.7	14.6			
7. Lock Haven	79.6	65.1	14.5			
8. Southeast Mo. St.	86.9	73.0	13.9			
9. N.C. Central	70.0	56.2	13.8			
10. Grand Valley St.	94.2	81.0	13.3			
11. Bloomsburg	78.9	65.6	13.3			
12. Minn.-Duluth	72.7	59.8	13.0			
13. Morehouse	95.2	82.3	12.9			
14. Fla. Southern	80.3	67.5	12.9			

FIELD-GOAL PERCENTAGE						
	FG	FGA	PCT			
1. Randolph-Macon	623	1160	53.7			
2. Millersville	730	1363	53.6			
3. Virginia Union	666	1251	53.2			
4. Minn.-Duluth	616	1161	53.1			
5. Florida Tech	576	1088	52.9			
6. Longwood	685	1317	52.8			
7. Morehouse	598	1137	52.6			
8. Seattle Pacific	658	1254	52.5			
9. Fla. Southern	688	1316	52.3			
10. Northern Ky.	560	1072	52.2			
11. Eastern Mont.	657	1259	52.2			
12. UC Riverside	674	1297	52.0			
13. SIU-Edwardsville	674	1297	52.0			

FREE-THROW PERCENTAGE				REBOUND MARGIN			
	FT	FTA	PCT		OFF	DEF	MAR
1. Rollins	348	447	77.9	1. Hampton	48.7	36.3	12.3
2. Bentley	392	506	77.5	2. Virginia Union	42.7	33.0	9.7
3. Oakland	345	446	77.4	3. Angelo St.	41.1	32.3	8.8
4. Merrimack	321	419	76.6	4. Fort Hays St.	40.3	31.4	8.8
5. North Dak.	280	366	76.5	5. Bloomsburg	42.7	34.5	8.2
6. Springfield	321	421	76.2	6. Northern Colo.	42.9	34.8	8.2
7. Phila. Textile	330	433	76.2	7. Northern Ky.	45.7	38.0	7.8
8. Indianapolis	320	421	76.0	8. Millersville	41.5	33.8	7.7
9. Quincy	388	511	75.9	9. Cal St. Bakerfield	42.5	34.8	7.7
10. Davis & Elkins	353	469	75.3	10. Pace	37.5	30.1	7.4
11. St. Leo	371	493	75.3	11. Wis.-Milwaukee	40.7	33.4	7.3
12. Cal Lutheran	321	427	75.2	12. Morehouse	46.8	39.5	7.3



Basketball Statistics

Through games of February 4

Men's Division III individual leaders

Table with 7 columns: Player Name, Team, CL, G, TFG, 3FG, FT, PTS, AVG. Lists top scorers like Greg Grant, Trenton St.

Table with 5 columns: Player Name, Team, CL, G, NO, AVG. Lists top rebounders like Clinton Montford, Methodist.

Table with 5 columns: Player Name, Team, CL, G, NO, AVG. Lists top assisters like Mark Vigen, Clarkson.

Table with 6 columns: Player Name, Team, CL, G, FG, FGA, PCT. Lists top field-goal percentage leaders like Kevin Ryan, Trenton St.

Table with 6 columns: Player Name, Team, CL, G, FT, FTA, PCT. Lists top free-throw percentage leaders like John Keister, Occidental.

Table with 6 columns: Player Name, Team, CL, G, FG, FGA, PCT. Lists top 3-point field-goal percentage leaders like Reggie James, New Jersey Tech.

Table with 6 columns: Player Name, Team, CL, G, NO, AVG. Lists top 3-point field goals made per game leaders like Mike Miller, Beloit.

Team leaders

Table with 5 columns: Team, G, W-L, PTS, AVG. Lists top scoring offense teams like Redlands.

Table with 4 columns: Team, OFF, DEF, MAR. Lists top scoring margin teams like Trenton St.

Table with 4 columns: Team, FG, FGA, PCT. Lists top field-goal percentage teams like Bridgewater (Va.).

Table with 4 columns: Team, G, FTA, PCT. Lists top free-throw percentage teams like Colby.

Table with 5 columns: Team, G, FG, FGA, PCT. Lists top 3-point field-goal percentage teams like Bethany (W Va.).

Table with 5 columns: Team, G, W-L, PTS, AVG. Lists top scoring defense teams like Wooster.

Table with 4 columns: Team, W-L, PCT. Lists top won-lost percentage teams like Wittenberg.

Table with 4 columns: Team, FG, FGA, PCT. Lists top field-goal percentage defense teams like Wooster.

Table with 4 columns: Team, OFF, DEF, MAR. Lists top rebound margin teams like Trinity (Conn.).

Table with 5 columns: Team, G, NO, AVG. Lists top 3-point field goals made per game teams like Redlands.

Women's Division III individual leaders

Table with 7 columns: Player Name, Team, CL, G, TFG, 3FG, FT, PTS, AVG. Lists top scorers like Lisa Halloran, Framingham.

Table with 5 columns: Player Name, Team, CL, G, NO, AVG. Lists top rebounders like Terry Lockwood, St. Elizabeth.

Table with 5 columns: Player Name, Team, CL, G, NO, AVG. Lists top assisters like Kristie Delbrugge, Frostburg St.

Table with 6 columns: Player Name, Team, CL, G, FG, FGA, PCT. Lists top field-goal percentage leaders like Meredith Binder, Middlebury.

Table with 6 columns: Player Name, Team, CL, G, FT, FTA, PCT. Lists top free-throw percentage leaders like Jenny Taylor, Whitlir.

Table with 6 columns: Player Name, Team, CL, G, FG, FGA, PCT. Lists top 3-point field-goal percentage leaders like Dee Ann Mell, Muskingum.

Table with 6 columns: Player Name, Team, CL, G, NO, AVG. Lists top 3-point field goals made per game leaders like Heather Toma, Maryville (Mo.).

Team leaders

Table with 5 columns: Team, G, W-L, PTS, AVG. Lists top scoring offense teams like St. Joseph's (Me.).

Table with 4 columns: Team, OFF, DEF, MAR. Lists top scoring margin teams like Cal St. Stanislaus.

Table with 4 columns: Team, FG, FGA, PCT. Lists top field-goal percentage teams like Concordia-Mhead.

Table with 4 columns: Team, FT, FTA, PCT. Lists top free-throw percentage teams like Centre.

Table with 5 columns: Team, G, FG, FGA, PCT. Lists top 3-point field-goal percentage teams like Rhodes.

Table with 5 columns: Team, G, W-L, PTS, AVG. Lists top scoring defense teams like Bryn Mawr.

Table with 4 columns: Team, W-L, PCT. Lists top won-lost percentage teams like Clark (Mass.).

Table with 4 columns: Team, FG, FGA, PCT. Lists top field-goal percentage defense teams like Bryn Mawr.

Table with 4 columns: Team, OFF, DEF, MAR. Lists top rebound margin teams like Middlebury.

Table with 5 columns: Team, G, NO, AVG. Lists top 3-point field goals made per game teams like Marywood.

## Calendar

February 12-15	Division II Football Committee, Scottsdale, Arizona
February 13-16	Committee on Women's Athletics, Kansas City, Missouri
February 16-17	Foreign Student Records Consultants, Santa Barbara, California
February 20	Administrative Committee and Presidents Commission Executive Committee, Chicago, Illinois
February 21	Communications Committee, Kansas City, Missouri
February 21-24	Field Hockey Committee, San Diego, California
February 21-24	Division II Women's Volleyball Committee, Palm Springs, California
February 22-23	NCAA Interpretations Seminar, Kansas City, Missouri
March 2-3	Committee on Grants to Undergraduates Who Have Exhausted Institutional Financial Aid Opportunity, Marco Island, Florida
March 15-16	Presidents Commission Advisory Committee to Review the Governance Process, Kansas City, Missouri
March 22-23	Academic Requirements Committee, Kansas City, Missouri
March 29-30	Committee on Review and Planning, Seattle, Washington
March 29-31	Women's Basketball Rules Committee, Tacoma, Washington
March 30-31	Committee on Financial Aid and Amateurism, Coronado, California

## Gannon to play football next fall

Gannon University will resume football as a varsity sport next fall after a 40-year lapse, and Tom Herman, a 12-year coaching veteran, has been named head coach, the school has announced.

Herman is the second head football coach in Gannon's history. The Knights fielded a team during the 1949 and 1950 seasons and had a combined 14-2-0 record under coach Louis J. Tullio, now the mayor of Erie, Pennsylvania.



Tom Herman

The Knights expect to play seven or eight games next season and will compete in NCAA Division III. Home games will be played at Erie Veterans Stadium.

Herman served on the coaching staffs at Slippery Rock University of Pennsylvania and Edinboro University of Pennsylvania.

"The university has great academic and athletics traditions, and I will recruit the best possible student-athletes to build on that tradition," Herman said.

## Hope to start women's soccer for league play

Soccer will become the ninth intercollegiate sport for women at Hope College next fall, according to Anne Irwin, director of women's athletics.

Women's soccer has been a club sport for six years. Its elevation to varsity status coincides with the decision by the Michigan Intercollegiate Athletic Association that women's soccer will become a league sport next fall.

All seven MIAA colleges will field women's soccer teams next year. Adrian, Calvin and Kalamazoo Colleges have established women's varsity soccer programs, while Albion, Alma and Olivet College will join Hope as newcomers. League play the first year will consist of a single round robin.

## Moss' suit against school dismissed; claim against Association continued

A Texas district judge has dismissed Gary Moss' lawsuit against Sam Houston State University after the former Bearkat men's basketball coach accepted the school's offer to reassign him to another post, but Moss is continuing his claim against the NCAA.

Judge Bill McAdams dismissed Moss' claim against the school, three of its administrators and the attorney general of Texas after Moss accepted Sam Houston State's offer to reassign him to noncoaching duties until May 31, according to United Press International.

Moss had claimed that his rights were violated when the university fired him in January without holding a hearing.

However, a claim by Moss against the NCAA; Executive Director Richard D. Schultz, and S. David Berst, assistant executive director for enforcement, was not dropped. Moss alleges that the Association interfered with the contractual relationship that existed between him and Sam Houston State prior to his dismissal January 7 as head coach at the school.

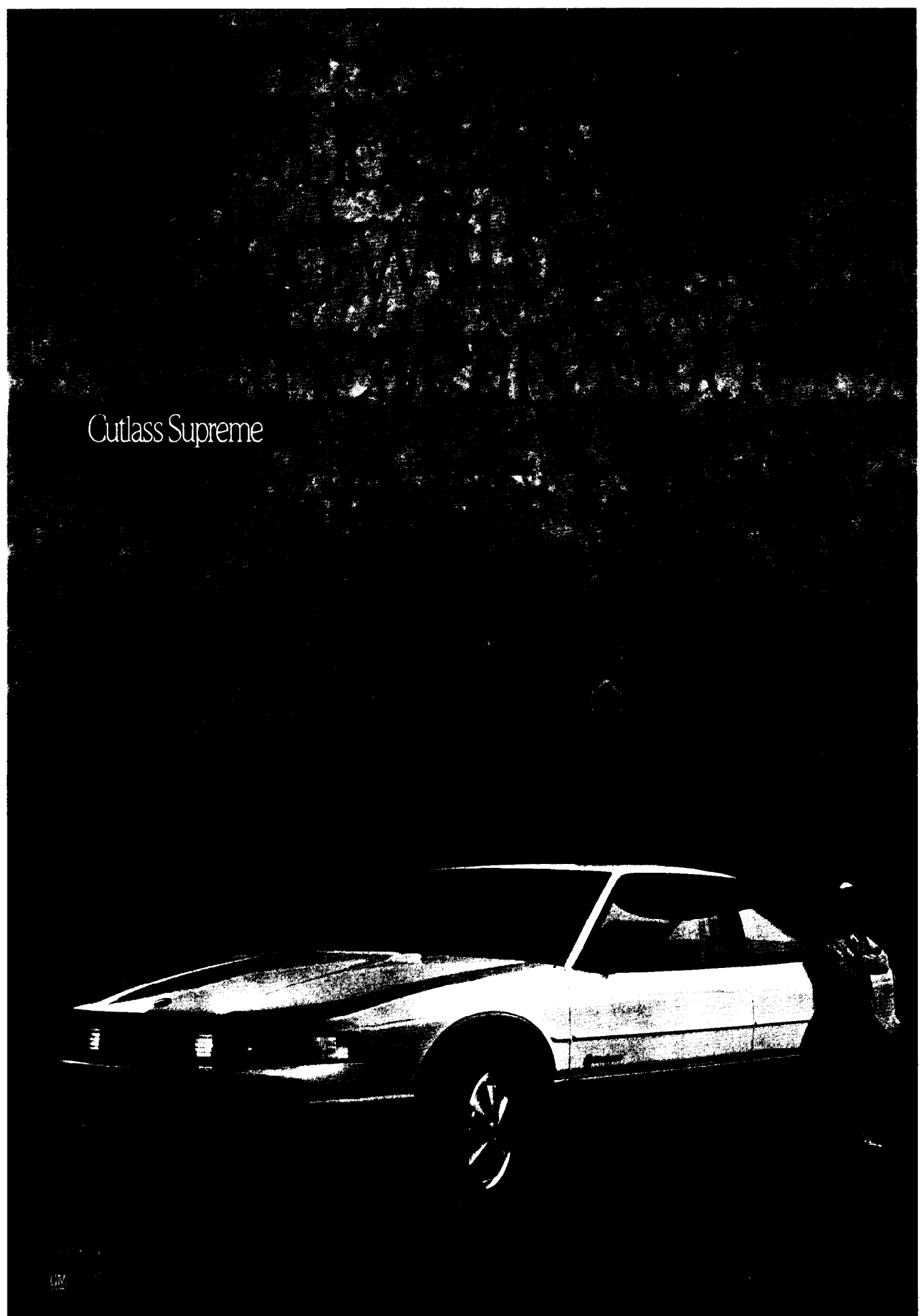
Moss was dismissed after the NCAA placed him on three years' probation, banned him from coaching in postseason play for one season, and prohibited him from off-campus recruiting and speaking engagements during the 1989-90 academic year as a result of his involvement in an infractions case

at West Texas State University.

Moss was head men's basketball coach at West Texas State from 1984 to 1987.

Judge McAdams signed a temporary restraining order January 24 requiring the school to continue paying salary and benefits to Moss, retroactive to the date of his dismissal. The order also prohibited the NCAA from imposing sanctions against Moss, pending hearings in the case.

University officials said that under a February 8 agreement with Moss, the former coach will be assigned to the office of the vice-president for administration. The school also announced that it has begun a search for a new head coach.



# NCAA Record

## CHIEF EXECUTIVE OFFICERS

**The Very Rev. Joseph T. Cahill** has announced plans to retire in August as president of St. John's (New York)... **Clyda S. Rent** named at Mississippi Women, effective July 1. She has been vice-president for community affairs at Queens (North Carolina).

## DIRECTORS OF ATHLETICS

**Edward S. Steitz** has announced his retirement, effective September 1, from Springfield, where he has served 33 years. Steitz, who has served as secretary-rules editor of the NCAA Men's Basketball Rules Committee since 1965, will spend a semester on sabbatical and then serve as professor of physical education at the school until July 1991... **Joseph P. "Jay" Gardiner** promoted from assistant AD to director of athletics and recreation at St. Mary's (Maryland), effective March 13. He will continue to serve as head men's basketball coach but will relinquish his duties as head men's and women's tennis coach. Gardiner has been at the school since 1985... Former Texas Southern AD **Lionel Taylor** named head football coach at New Mexico Highlands... **Jack Parker** appointed at Boston U., where he will step down as head men's ice hockey coach following the season to devote full time to his new duties. He has been head coach at the school since 1974.

## ASSOCIATE DIRECTORS OF ATHLETICS

**Alden H. "Whitey" Burnham** will retire in June from Dartmouth, where he has been on the athletics staff since 1960. He was the school's first three-sport coach when he coached men's soccer, men's lacrosse and wrestling from 1961 through 1966. He has been associate AD since 1983... Arizona's **Mary Roby** is retiring June 30, when she will complete her 30th year on the school's athletics staff. She has served on the NCAA Professional Sports Liaison Committee and Women's Committee on Committees, including a stint as chair of the latter.

## COACHES

**Men's basketball**—**Steve Patterson** resigned at Arizona State. Assistant coach **Bob Schermerhorn** assumed the head-coaching responsibilities. Patterson was in his fourth season with the Sun Devils. Schermerhorn joined the Sun Devil staff in 1986 after compiling a 68-42 record in four seasons as head coach at Southern Utah State.

**Football**—**Steve Wilson** named at Howard. The 1978 Howard graduate has spent the past six years as a defensive back with the Denver Broncos... **Tom Herman** selected at Gannon, which will field a varsity program (Division III) for the first time in four decades beginning this fall. Herman previously was defensive coordinator for one season at Slippery Rock and also has served as interim head coach at Edinboro... Former Texas Southern head coach **Lionel Taylor** appointed head coach at New Mexico Highlands, his alma mater. He replaces **Pat Darbro**, who was named head coach at Eastern New Mexico after compiling an 8-9-1 record through two seasons as coach of the Cowboys.

**Football assistants**—**Kevin Gilbride** named offensive coordinator and quarterbacks coach at Cincinnati. He spent the past two years in a similar capacity at East Carolina. A former head coach at Southern Connecticut State, Gilbride compiled a 35-14-2 record in five seasons at the school... St. Cloud State named **Barney Cotton** offensive coordinator. He had been a graduate assistant at Nebraska... **Bill Diedrick** and **Charles Davis** named offensive coordinator and defensive secondary coach, respectively, at Pacific. Diedrick had been at Idaho, where he spent three years as offensive coordinator. Davis was a graduate assistant with the Southeastern Conference... **Jeff Sanchez** and **Darrell Gast** selected as graduate assistant coaches at Arizona. Sanchez was a graduate assistant at Georgia last season and Gast is a recent Georgia Tech graduate... **Mike DeBord** promoted to offensive coordinator at Eastern Illinois after two years as offensive line coach.

**Men's ice hockey** **Jack Parker** of Boston U. promoted to athletics director at the school, where he will relinquish his coaching duties at the end of the season. Since becoming the Terriers' head coach in 1974, he has led them to a 323-176-24 record, and his 1978 squad won the Division I Men's Ice Hockey Championship. The two-time national coach of the year also coached Boston U. to a Hockey East



**Mike DeBord** named offensive coordinator at Eastern Illinois

**Boston U. appointed Jack Parker** as athletics director

title and tutored six players who competed as members of U.S. Olympic teams in 1980 and 1988.

**Women's lacrosse**—**Sandi Inglis** named at Notre Dame (Maryland). She is a former head field hockey and women's lacrosse coach at Georgetown.

**Men's soccer**—**John Astudillo** appointed at Buffalo to replace **Salvatore Esposito**, who resigned. Astudillo has been a high school coach for the past 15 years.

**Women's soccer**—**Mario Masson** selected at Holy Cross after serving since 1981 as head girls' coach at Marian High School in Framingham, Massachusetts, where his teams compiled a 65-16-9 mark. He replaces **Bob Kett**, who has coached at Holy Cross since its program was founded six years ago.

**Women's swimming and diving**—**Gale Stiles** resigned at Florida Atlantic, effective at the end of the school year, to move to Columbus, Ohio. She has coached 15 all-Americas since becoming the school's coach in 1984.

**Men's and women's tennis**—**Ken Boyum** named men's coach at Augsburg. A player at Minnesota during the 1940s, Boyum has taught tennis for years in camps, clinics and instructional programs... **Joseph P. "Jay" Gardiner** announced he will relinquish his tennis duties at St. Mary's (Maryland), where he was named athletics director.

**Wrestling**—**Tom Minkel** promoted from assistant at Central Michigan, succeeding **Charles "Chick" Sherwood**, who announced he will retire at the end of the current season. Minkel was a three-time all-America at CMU who has been on the coaching staff for 12 years. Sherwood will remain on the school's physical education faculty after posting a dual-meet record of 186-120-7 through 25 seasons.

## STAFF

**Business manager**—Dartmouth's **Mary R. Lincoln** will retire in June. She was named ticket manager at the school in 1975 and was named business manager in February 1979.

**Team physician**—**Dr. Don Porter** selected at Arizona, replacing **Dr. Fred Hirsch**, who will retire June 30 after serving in the post since 1977. Porter has practiced medicine in Tucson since 1982.

## CONFERENCES

**Charles Davis**, a graduate assistant with the Southeastern Conference, has been named assistant football coach at Pacific.

## NOTABLES

Ithaca President **James J. Whalen** has been elected chair of the American Council on Education's board of directors... The American Baseball Coaches Association announced the following 1988 players of the year: Division I, **Robin Ventura**, Oklahoma State; Division II, **Tino Martinez**, Tampa; Division III, **Ken Ritter**, North Central; NAIA, **J. P. Wright**, Washburn, and junior college, **Rheal Cormier**, Community College of Rhode Island. The five become finalists for the ABCA's Dick Howser Trophy, which will be awarded to the 1988 player of the year... Temple women's basketball coach **Linda MacDonald** has been selected to coach the West team at the 1989 U.S. Olympic Festival. She joins Ohio State's **Nancy Darsh** (South), Florida State's **Marynell Meadors** (North) and Washington's **Chris Gobrecht** (East)... **Jim Foster**, women's basketball coach at St. Joseph's (Pennsylvania), has been named an assistant coach for the United States' junior world championship team... Home Team Sports, a Washington, D.C., area cable channel, has named **Michael V. Ortmann** to the new position of director of affiliate relations and **Bob Bradley** affiliate market manager... Northeast Missouri State football assistant **John Ware** set a world record by lifting a combined 2,427 pounds during the recent Central U.S.A. Powerlifting Classic. The old mark, 2,309, was

set by Ware last July.

## DEATHS

**Morley Drury**, 85, a football all-America during the 1920s and the first Southern California running back to rush for more than 1,000 yards in a season, died January 22 in Long Beach, California, following a stroke. The first Trojan inducted into the College Football Hall of Fame, Drury also lettered in basketball, water polo and hockey as an undergraduate... **Laurie Meyers Potter**, who was a premier athlete and former coach at Western Illinois, died February 3 in Elgin, Illinois, after a six-year battle with bone cancer. As an undergraduate, Potter earned varsity letters in track, field hockey, swimming and cross country. She served as the school's women's cross country and track and field coach in 1975 and 1976. In 1976 and 1977, she assisted with the men's cross country and track teams. Potter was 37.

## CORRECTION

Due to an editor's error, a column titled "Schools going 'big time' are turning to 'celebrity coaches'" that appeared in the January 18 issue of The NCAA News inaccurately reported that Gerry Faust was fired as head football coach at Notre Dame. Faust resigned the post after five seasons at the school.

## POLLS

### Division II Men's Basketball

The top 20 NCAA Division II men's basketball teams through February 6, with records in parentheses and points:

1. UC Riverside (18-2)	160
2. Bentley (16-2)	152
3. Southeast Mo. St. (19-2)	143
4. Norfolk St. (19-1)	136
5. Ferris St. (17-4)	128
6. Virginia Union (19-2)	126
7. Lock Haven (18-2)	114
8. Tampa (17-3)	111
9. Alas. Anchorage (18-6)	90
10. Phila. Textile (18-3)	88
11. Florida Tech (17-3)	87
12. Bloomsburg (17-2)	70
13. Augustana (S.D.) (16-4)	61
14. Jacksonville St. (17-3)	50
15. Bridgeport (17-4)	46
16. Alabama A&M (15-3)	45
17. Bellarmine (15-5)	29
18. Cal St. Dom. Hills (17-5)	18
19. Ky. Wesleyan (16-4)	16
20. Texas A&I (16-5)	12
21. Troy St. (16-4)	12

### Division II Women's Basketball

The top 20 NCAA Division II women's basketball teams through February 5, with records in parentheses and points:

1. Bloomsburg (20-0)	158
2. Cal Poly Pomona (17-4)	154
3. Central Mo. St. (18-3)	143
4. St. Joseph's (Ind.) (18-1)	135
5. Delta St. (18-2)	127
6. North Dak. St. (17-4)	119
7. New Haven (17-3)	111
8. West Tex. St. (18-2)	95
9. N.C.-Greensboro (15-3)	94
10. Bentley (18-1)	86
11. West Ga. (18-2)	79
12. Dist. Columbia (14-3)	69
13. Oakland (18-3)	64
14. South Dak. (17-4)	62
15. Cal St. Los Angeles (13-9)	42
16. Angelo St. (19-2)	32
17. Bridgeport (19-2)	30
18. Edinboro (15-3)	20
19. Jacksonville St. (17-2)	20
20. St. Cloud St. (14-6)	14

### Division III Men's Basketball

The top 10 NCAA Division III men's basketball teams through February 7, with records:

1. Wittenberg	21-0
2. Wis.-Whitewater	19-0
3. Trenton St.	20-1
4. Potsdam St.	17-2
5. Jersey City St.	19-2
6. Frank & Marsh	19-2
7. Buffalo St.	17-2
8. Salem St.	16-2
9. North Adams St.	17-1
10. Washington (Md.)	16-4

### Division III Women's Basketball

The top 10 NCAA Division III women's basketball teams through February 7, with records:

1. Cal St. Stanislaus	19-1
2. Concordia-Mhead	15-2
3. Muskingum	20-1
4. Southern Me.	17-2
5. Wis.-Fau Claire	14-2
6. Frank & Marsh	18-2

7. Clark (Mass.)	19-0
8. Augustana (Ill.)	19-3
9. Centre	14-4
10. Buffalo St.	16-2

### Men's Gymnastics

The top 20 NCAA men's gymnastics teams, ranked by top scores this season through February 6, as provided by the National Association of Collegiate Gymnastics Coaches (Men):

1. Ohio St.	279.30
2. UCLA	278.20
3. Minnesota	276.65
4. Illinois	275.35
5. Nebraska	275.30
6. Houston Baptist	274.70
7. Arizona St.	272.80
8. Penn St.	269.25
9. Navy	267.00
10. Iowa	265.70
11. Michigan	265.60
12. Stanford	265.25
13. Ill.-Chicago	262.40
14. Michigan St.	261.50
15. Northern Ill.	261.15
16. Cal St. Fullerton	261.00
17. Temple	260.30
18. Syracuse	258.95
19. San Jose St.	258.20
20. California	258.15
21. Iowa St.	258.15

### Women's Gymnastics

The top 20 NCAA women's gymnastics teams as listed by the National Association of Collegiate Gymnastics Coaches (Women), based on the teams' average season scores through February 7:

1. Utah	189.76
2. UCLA	189.12
3. Cal St. Fullerton	189.05
4. Florida	188.47
5. Georgia	188.45
6. Alabama	188.28
7. Oklahoma	188.09
8. Arizona	187.31
9. Oregon St.	186.97
10. Arizona St.	186.41
11. Nebraska	186.17
12. Ohio St.	184.23
13. Louisiana St.	183.75
14. Penn St.	183.74
15. Illinois	183.43
16. Towson St.	183.11
17. Utah St.	182.97
18. Michigan St.	182.70
19. Denver	182.65
20. Washington	182.22

### Division I Men's Ice Hockey

The top 15 NCAA Division I men's ice hockey teams through February 6, with records in parentheses and points:

1. Michigan St. (26-5-1)	57
2. Harvard (17-1)	56
3. Minnesota (26-7-3)	55
4. Boston College (17-5-3)	48
5. Maine (24-8)	44
6. Northern Mich. (19-13-2)	37
7. St. Lawrence (20-4)	36
8. Lake Superior St. (19-8-5)	32
9. Wisconsin (18-10-5)	30
10. Northeastern (14-11-2)	20
11. Colgate (14-8-1)	18
12. Michigan (17-11-3)	15
13. North Dak. (19-14-1)	15
14. Bowling Green (20-13-1)	9
15. Ill.-Chicago (17-10-4)	4

### Division III Men's Ice Hockey

The top 10 NCAA Division III men's ice hockey teams through February 6, with records in parentheses and points:

1. Wis.-Stevens Point (24-1)	30
2. Bowdoin (12-3-1)	27
3. Rochester Inst. (19-5-1)	24
4. Wis.-Eau Claire (12-8-4)	20
5. Union (N.Y.) (15-4)	19
6. Babson (15-6)	13
7. Bemidji St. (14-9-1)	13
8. Plattsburgh St. (18-4-1)	10
9. Lake Forest (9-6-1)	4
10. Mankato St. (11-11-3)	3

### Men's and Women's Rifle

The midseason top 15 NCAA men's and women's rifle teams as listed by the Collegiate Rifle Coaches Association:

1. West Virginia	2. Tennessee Tech	3. South Florida
4. Murray State	5. Alaska-Fairbanks	6. Air Force
7. Tennessee-Martin	8. Navy	9. Army
10. St. John's (New York)	11. Citadel	12. Xavier (Ohio)
13. Kentucky	14. UTEP	15. King's (Pennsylvania)

### Division I Men's Swimming

The top 20 NCAA Division I men's swimming teams as selected by the College Swimming Coaches Association of America through February 8, with points:

1. Texas	158	2. Michigan	153	3. Southern California	143
4. UCLA	132	5. Stanford	130	6. California	113
7. Florida	110	8. Iowa	96	9. Arizona State	92
10. Nebraska	86	11. Tennessee	74	12. South Carolina	71
13. Southern Illinois	60	14. Alabama	54	15. Minnesota	47
16. Southern Methodist	34	17. North Carolina	32	18. Clemson	24
19. Kansas	20	20. Georgia	17		

### Division I Women's Swimming

The top 20 NCAA Division I women's swimming teams as selected by the College Swimming Coaches Association of America through February 7, with points:

1. Florida	398	2. Stanford	380	3. Texas	358
4. Tennessee	317	5. Clemson	299	6. Arizona State	288
7. Georgia	277	8. California	262	9. Michigan	246
10. UCLA	234	11. Arizona	188	12. (tie) North Carolina and Virginia	149
14. Southern Methodist	134	15. Arkansas	92	16. Harvard	71
17. Southern California	63	18. South Carolina	59	19. Minnesota	52
20. Northwestern	36				

### Men's Volleyball

The Tachikara top 20 NCAA men's volleyball teams as selected by the American Volleyball Coaches Association through February 5, with records in parentheses and points:

1. UCLA (8-2)	196
2. Hawaii (7-2)	190
3. Southern Cal (7-3)	178
4. UC Santa Barb (9-4)	169
5. Stanford (5-2)	160
6. Long Beach St. (6-2)	145
7. Pepperdine (5-4)	142
8. Penn St. (5-1)	138
9. San Diego St. (4-2)	118
10. Ball St. (4-4)	97
11. IU/PU-Ft. Wayne (5-3)	95
12. George Mason (0-2)	86
13. Cal St. Northridge (3-6)	81
14. Ohio St. (2-5)	77
15. Loyola (Cal.) (2-5)	61
16. Rutgers-Newark (6-5)	48
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## Questions/Answers

Readers are invited to submit questions to this column. Please direct any inquiries to The NCAA News at the NCAA national office.

**Q** How do NCAA regulations affect the relationship between a prospective student-athlete and his or her parents when one or both parents coach or work in the athletics department of a member institution?

**A** Under most circumstances, NCAA recruiting regulations would not limit in any way the relationship between a prospective student-athlete and members of the prospect's immediate family, even if the prospect's parent is an NCAA member institution's coach. For example, the transportation or financial assistance that a prospect received from his or her parents would not be considered an improper recruiting inducement. It should be noted, however, that if the prospect is with a friend (who is another prospective student-athlete), NCAA recruiting rules would preclude the parent (assuming that he or she is an NCAA institution's coach) from providing benefits such as transportation for the friend. This is because the friend also is a prospect but is not a family member.

In addition, there have been instances in which the Association's membership has adopted legislation specifically designed to accommodate coaches who are parents of prospective student-athletes. Prior to the 1987 NCAA Convention, a prospect's parent could not watch the prospect participate in a football or basketball game unless the contest occurred during the permissible recruiting evaluation period. At the 1987 Convention, the NCAA member institutions in Divisions I and II voted to amend this regulation. The amendment provides an exemption from the evaluation periods for coaches who are parents of prospective student-athletes participating in the football or basketball competition being observed. This amendment was adopted following publicity about recently retired University of Georgia football coach Vince Dooley's interest in watching his son participate in a high school all-star football game.



# NCAA Forum

*Following are the addresses presented January 9 during the Presidents Commission National Forum at the 83rd annual NCAA Convention January 8-11 in San Francisco. The first session of the Forum is presented here; the second, or afternoon, session will be published in a future issue. The Forum was moderated by Martin A. Massengale, Presidents Commission chair.*

(The NCAA Presidents Commission National Forum was held Monday, January 9, 1989, at the San Francisco Hilton, San Francisco, California, with Chair Martin A. Massengale, Chancellor, University of Nebraska, Lincoln, presiding.)

MR. MASSENGALE: I would like to welcome all of you to this morning's program. This is the fourth and final session in the 18-month Presidents Commission National Forum.

This morning we will present the initial findings of the massive study on college athletes that has been done, such being a key element in the National Forum during the past 18 months. Following the presentation this morning of the results, we will have a discussion of what this means from a national perspective, and then this afternoon, following the honors luncheon, we will have a third segment that will suggest specific actions, that will look to the future of the NCAA, and you may want to consider the results of this study.

First, let me say that I believe this National Forum has been a very successful service and has encouraged an open exchange of ideas, ideas that relate to crucial topics in athletics across our nation. We have had a number of healthy discussions on a number of issues that are important to athletics, and issues that have not always been discussed openly in the past.

Now, we have the initial report of the research about the college athlete that was ordered by the Presidents Commission so that we would have data on which to base our decisions. This study was funded by the NCAA. The study was conducted by the American Institutes for Research, which is now reporting the initial findings, and this will be followed by four additional reports during the next several months.

I want to begin the forum this morning by presenting representatives of the American Institutes for Research and the Scientific Advisory Committee that it created to oversee this specific research project.

I am going to introduce George Bohrnstedt, who is vice-president of AIR and director of its Palo Alto office, who will introduce the remaining members of the panel and take charge of the program for approximately the next hour and ten minutes.

## George W. Bohrnstedt Vice-president, American Institutes for Research

Thank you, Chancellor Massengale. Thank you to all of you in the audience who helped to make this study possible. You know, without the assistance of presidents, athletics directors, coaches and, of course, the student-athletes themselves, this research project, the largest and most comprehensive study ever, could never have been conducted.

Now, let me introduce the members of the panel.

Seated to my right is Bob Rossi.

Bob Rossi is the study's project director and senior staff man at AIR's Palo Alto office.

To my left is Terry Armstrong. Terry is the project's associate director and also a senior member of AIR's Palo Alto staff.

Seated on the far right is Joan Girus. Joan is a professor of psychology at Princeton University and is one of eight members of the Scientific Advisory Committee that worked with AIR staff on the study right from the design stage to the actual production of the report. Joan has also just completed a term on the NCAA's Academic Requirements Committee and currently is serving as a member of the NCAA's Research Committee.

I am George Bohrnstedt, director of the AIR's Palo Alto office. I also have served as a member of the Scientific Advisory Committee that oversaw this study. One of the reasons that I am here today is because the research to be presented this morning was conducted out of our Palo Alto office.

Our purpose this morning is to briefly review the results of the national study on student-athletes and thereby provide the necessary background for the forum's second and third panels today.

This panel's specific tasks are as follows: Terry Armstrong will briefly review the background and history of the study and also provide an overview of the study's research and design.

Then Bob Rossi, citing results drawn from the study, will provide brief answers to the four sets of questions posed in the Presidents Commission's "Agenda for Reform." After Bob completes his presentation, each of the panel members will take a few minutes to present the results on topics we thought might be of special interest to this audience.

In particular, the topics we are going to address include the recruitment of student-athletes, the issue of freshman eligibility, student-athletes' academic performance, time demands on the student-athletes and the student-athletes' participation in campus life more generally.

Now, here is Terry Armstrong to give you a brief overview of the study background and research done.

## Terry R. Armstrong Principal research scientist, American Institutes for Research

Some of you may recall that prior to your special June Convention in the summer of 1987 in Dallas, the Presidents Commission issued a policy paper called the "Agenda for Reform." In that paper, the sets of questions the Presidents Commission wanted answered were listed. That was the start of this particular project.

We were invited to prepare a proposal to suggest how those questions might be answered, and we worked with a subcommittee, with the Ad Hoc Committee on the National Forum, to define that proposal. Not much over a year ago, we started in on this project. It has been a major challenge for us because of the time we had to do it, and it also has been very interesting and it has been rewarding to work with many of you on your campuses.

So, the questions from the Presidents Commission in the "Agenda for Reform" are our starting point. Right after we started in November '87, just a little over a year ago, we

assembled the Scientific Advisory Committee that George has already mentioned.

We also held a workshop here in San Francisco to which we invited constituents, groups of you representing various interests in intercollegiate athletics, to come together with us to help us refine the issues. Some of you in the audience were with us just about a year ago here in San Francisco, in December, where we spent a day and one-half discussing the issues that should be answered by this particular study.

After that, we went back home to Palo Alto, about 30 miles down the road here, and we did a very quick survey of former student-athletes. We contacted more than 100 former student-athletes to help us refine the kinds of things that the student-athletes do during their college careers. All of that was to help us understand what we were trying to accomplish better in this study.

After that, we then designed questionnaires with three separate groups of students: the student-athletes who were participating in intercollegiate athletics, comparison of student-athletes drawn from other kinds of extracurricular activities and a special sample of black students that were neither in intercollegiate athletics nor participating extensively in extracurricular activities.

What we are reporting on today are the first results from that study. We are going to describe what college life is like for the athlete as compared to the other extracurricular students. We do not have comparisons of the typical, the average student. That is not part of our design.

The results we are going to be describing today are based on a national sample drawn from institutions and students at the Division I level. The study was designed to be nationally representative and not to look at smaller units specifically, such as conferences or individual institutions.

The study was designed to gather reports from the athletes themselves, plus information about test scores and about courses taken and about grade-point averages from their transcripts. The study was not designed to gather information from coaches or anyone else about the athletes.

The study was designed to look at intercollegiate athletes at a broad level, providing a national base line to understand the athlete better now. But part of our design also was to provide the basis to look at these young men and women over time, to answer some questions about the life course, about what happens to athletes when they are beyond college and the years out of college.

So we have the capability to keep going back to these young men and women to get more information about their lives. We didn't design the study to look at any particular issues, such as Bylaw 5-1-(j) or freshman eligibility.

We wanted to take a very broad, base-line look at intercollegiate athletics. It was not designed to do an investigation of any kind.

What did we do? We drew a representative sample of 42 Division I institutions, 42 out of the 291. We drew them from conferences within the three subdivisions, so that we could truly, nationally have a representative group of colleges and universities.

Then out of each of those 42, we sampled approximately 100 student-athletes and comparison students.

We went onto the campuses, obtained squad lists of student-athletes and compared similar kinds of lists for extracurricular listings, and from that list sampled at random.

We drew student-athletes from six groups: football, men's basketball, women's basketball, men in other sports who had grants, women in other sports who had grants, and a group of men and women in other sports who did not have grants.

The comparison groups were drawn from extracurricular activities where they had an extensive time commitment, activity such as drama, performing arts, student radio stations, newspapers, student government, or work-study programs.

We made arrangements with the presidents and chancellors of each of these 42 institutions to work with the particular contact person on the campus, and then sent our staff out to the 42 campuses, and that was part of the fun of this project was to get to meet you and to get to be on your campuses.

We controlled the data collection process completely. We brought the questionnaires onto the campuses, we drew the sample, we made the arrangements for these young men and women to come to rooms that we had arranged, and we were the only people in the room at the time they were filling out the questionnaires for us.

We controlled the quality of these data from the very beginning. We realize (it is) almost once in a lifetime that we get together to put something together like this. So we took special care with the quality of the data.

We did not let these young men and women leave the room until their data collectors had a chance to look through the questionnaires and to make sure that they didn't skip pages. That was just the beginning of our quality-control process.

At each step we double-coded, triple-coded, made very, very sure that we were collecting the best possible data. We assured confidentiality to both the institutions and the students in the study. We will never release the names of any participant in the study.

We also did another small survey this fall that we just have completed, looking at the nonresponses. In any survey of this magnitude, there are always people who for one reason or another decline to participate or that we just couldn't find.

University records, addresses on students, had a lot of variation in them. Many universities don't know where their students live by the spring of the year. We were as persistent as we possibly could be and we were going to weight-training rooms and pulling students out of there, going to dormitories. We would not take no for an answer. Even with our most rigorous procedures, there still were some people who did not participate.

This fall we did a quick survey, going back to the campuses to look at this nonresponse to see what is systematically different from the response. We were very gratified to find they are not, in terms of something like college GPA. The responses are very similar to the nonresponses. We are very confident of this data base.

For our report today, the results we will present today, we controlled the data statistically to represent all

college athletes in Division I.

The first report that we are reporting on today is of college athletes in general, controlling for both race and gender, and we are now working on an additional analysis to issue different reports for the black student-athletes and other athletes.

The comparisons that we are describing today are among four groups: all student-athletes as a group, football and basketball players separately, other student-athletes separately, and the comparison students of extracurricular students.

That is just a little bit of the background on how we got the data that we have. We have data now of 4,083 young men and women in our data base. Bob Rossi is going to take a few minutes to describe in general the answers for the Presidents Commission questions that started this study.

## Robert J. Rossi Principal research scientist, American Institutes for Research

We, in the first report, which is entitled "The 1987-88 National Study of Intercollegiate Athletes," go into great detail looking at the issues, the experiences of student-athletes on campuses.

I would encourage all of you, if you have not done so, to obtain a copy of these reports. There are actually two of them, one that describes the results, and the January report that describes all of the methods. These are available from the NCAA. All you need to do is to write to the NCAA and they will be happy to send you copies.

Because of our time frame, we are all having to be a bit brief. I am going to try to relate to you the four sets of questions that we were instructed to focus on in this work, and I am going to then give you an answer to each of these questions. The answer is a summary of what you will find in the actual report, which is available, as I say, from the NCAA.

The first set of questions from the Presidents Commission, the first question in the "Agenda for Reform," was how do the experiences of the college or university life of student-athletes compare with those of other students who devote a great deal of time to a particular extracurricular activity?

We find that student-athletes and students in extracurricular activities take many of the same types of courses, although their major fields of study are somewhat different. Student-athletes are more likely to be pursuing degrees, to be expecting their degrees, in business, or business-related fields—approximately 30 percent of these young men and women; and only five or six percent of them are pursuing degrees in physical education.

Student-athletes and extracurricular students spend about the same numbers of hours per week preparing for and attending classes. Both groups say they are satisfied with their academic performance. Student-athletes do spend more time in their sports practicing and competing than extracurricular students spend in their activities; more time, in fact, than they do in season preparing for and attending class combined.

Perhaps as a result of those time demands, the student-athletes miss more classes during the season than

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extracurricular students do, and they report it is harder for them to make academics their top priority and to get the grades they are capable of.

They also report that it is more difficult for them to take advantage of many of the opportunities for personal growth and development that are typically available during the college years.

For example, they tell us that it is more difficult for them as athletes to learn new abilities and skills, to speak their minds, to get to know other students, to be able to take on leadership responsibility, to take responsibilities for others, to talk about personal problems, and to be liked by others for just being themselves.

The second question posed by the Presidents Commission asked how do the experiences of student-athletes differ depending upon whether one is a participant in big-time sports or in sports that are not given a heavy emphasis?

We find that the experiences of student-athletes in big-time sports accentuate the differences between student-athletes in general and extracurricular students. Football and basketball players spend more time in their sports, receive more full-cost athletics grants, perceive the money they have each month for personal use as less adequate, have more educational resources available to them in the form of teaching assistants and tutors.

However, these resources notwithstanding, they perform less well academically and feel less capable of meeting their academic demands. Football and basketball players, for example, are much more likely than other student-athletes to feel it is harder or much harder to be regarded as serious students by college professors.

Approximately 55 percent of football-basketball players have that perception of the college professors.

Football and basketball players in successfully competitive programs, those that do well against tough opponents, are more likely than other football and basketball players to report having experienced physical and mental abuse, and they are also more likely to report feelings of isolation from other students and feelings that they lack control over their lives.

Although football and basketball players believe that living with their teammates is a positive arrangement, those who live in such housing with mostly other student-athletes are more likely to report occasional or frequent feelings of isolation in the preliminary assessment of students with multiple problems, those reporting eight or more problems in the areas of psychological distress, physical distress, alcohol, drug abuse, mental or physical abuse and academic performance.

We find that 12 percent of the football and basketball players in our sample are identified as having multiple problems as compared to only four percent of the other student-athletes.

The third question posed by the Commission asked, and this is a paraphrase, how do student-athletes feel about and evaluate their experiences? Do they see themselves as beneficiaries of fine programs or as exploited?

As I noted earlier, we find that there are no differences, no reliable differences, between student-athletes and extracurricular students in terms of their satisfaction with their educational experience.

About 90 percent of each group

is satisfied with their current courses. About 95 percent of each group is satisfied with their college major. About 65 percent of each group is satisfied with their performance in their courses.

In their sports, student-athletes report themselves less satisfied than extracurricular students are in their main activities. Compared to the way that extracurricular students rate the assistance of their activity directors in helping them develop in those activities, student-athletes report that they are less satisfied with the performance of their coaches and the coaching staffs.

Student-athletes do emphasize that it is quite important to them that coaches and coaching staffs assist them in areas outside of athletics. For example, encouraging them to do well in their courses, keeping track of how well they do in their courses, helping them with health problems and listening to their personal problems outside of sports. In these areas, student-athletes rate their coaches very highly.

Now, feelings of exploitation are very difficult to assess reliably in one study. I am sure you can imagine that, particularly a study of college students in their early 20s, late teens, who are probably at the peak time for expecting some good things to come and are in the process of making so many grand plans. For this group, a follow-up study after graduation is certainly called for to address the issue of exploitation.

However, what we can say from the work that we have done is that student-athletes do indeed perceive it is more difficult for them to be students first and to take advantage of the personal development and growth activities at college because of their participation in intercollegiate athletics.

For some of these students, about a quarter of the football and basketball players and about a third of the participants in other sports, the apparent sacrifices that they are making may be outweighed or balanced by their expectation of a professional career in athletics after graduation.

I suspect that we would all agree that after they have graduated they will have perhaps a different perspective on exactly what the sacrifices were and what their value was.

The fourth and final question posed by the Presidents Commission addressed the issue of recruitment, specifically the question how are student-athletes recruited?

What are the differences in test scores and grade-point averages between athletes and other students? How do recruited students personally experience the process of choice of college and university and the role of athletics recruitment in that process?

Now, I am the panelist that will come back in just a moment and talk about recruitment. I will give you the two principal findings now. We find, as you might expect, that student-athletes are recruited more actively and more intensively by colleges and universities than are students who participate in extracurricular activities.

Football and basketball are the most actively and intensively recruited of all student-athletes. At the same time, student-athletes have slightly lower scores on college entrance examinations, the SAT and the ACT, and their high school grade-point averages are also lower than those of extracurricular students.

Recruited student-athletes who are grant recipients see that process, the recruitment process, as a time of

intense pressure upon them. However, the majority of student-athletes see the recruitment process as helping them to make the right college choice.

Only three percent of the student-athletes that we surveyed said the information they received during recruitment was misleading or in any way caused them personal problems.

These are the briefest of overviews of those four questions, and if you are interested in the full answers not only to those questions but the fuller exposition of all the remarks that you may hear today on the panel, if you do not already have a copy of this first report, I suggest that you obtain one from the NCAA.

As was mentioned, we will be preparing four other reports. There will be a special report on the black student-athlete, a special report on the female student-athlete, and those should be available at the earliest in mid-March.

I hope you will look for those, and I will say in advance that I know there are some of you in the audience, as well as on the panel, whom we will be calling on for ideas and for assistance in the preparation and in the review of those documents. Thank you. (Applause)

MR. BOHRNSTEDT: Now, as I indicated earlier, we will each present some results we thought would be of special interest to this group. We are going to call Bob right back up here and have him elaborate on the issues of recruitment and freshman eligibility.

MR. ROSSI: I will start with recruitment and I will mention three points. As measured by the experiences of our sample, the mature of the competition among universities and colleges for superior athletes has remained relatively constant over the four- to five-year period covered by this national study.

We find no noticeable reductions during this period either in the types of recruitment activities or in the extent to which these activities have caused student-athletes to feel pressured by the recruitment process.

To examine the potential effects of Bylaw 5-1-(j) on recruitment, on the targeting of recruitment strategies in particular, we grouped the freshman and sophomore football and basketball players together with the freshman and sophomore student-athletes in other sports who received grants.

We separate that group into those with composite SAT scores above 700 and below 700. As you know, 700 is the minimum composite score required for eligibility and receipt of an athletic grant.

Under Bylaw 5-1-(j), which took effect the year the sophomores in our study were entering college, what we find is that student-athletes with SAT composite scores below 700 are more likely to have experienced intense recruitment pressure than those in the group with test scores above 700.

Allowing for individual differences in the perceptions of pressure, it would seem as if athletics talent rather than regard for 5-1-(j) qualification continues as a driving force behind much of the recruitment activity among Division I institutions.

In spite of the intensity of recruitment, however, as I mentioned, more than 75 percent of football and basketball players and student-athletes who receive grants in other sports report that recruitment helped them make the right college choice.

We examined whether student-

athletes who perceive intense pressure during recruitment might be less likely to report that recruitment helped them in making the right college choice. Our analysis indicates that is not the case.

In fact, it is quite the opposite.

Among those student-athletes who say they experienced intense pressure during recruitment, there is actually a slightly greater tendency to report that the recruitment helped them make the right choice.

On the issue of the participation of freshmen in intercollegiate athletics, freshman student-athletes are perhaps most at risk in coping with the time demands and pressures of intercollegiate athletics. For this reason, we looked to see whether freshman student-athletes spend as much time in their sports as other student-athletes and whether they are experiencing any special problems adjusting to these demands.

We began by looking at the relative number of freshmen who compete in intercollegiate athletics at the varsity level as contrasted with those who only practice at that level, the redshirts.

Freshman football and basketball players are less likely to practice and compete with the varsity than are freshman student-athletes in other sports. Forty-two percent of the freshman football and basketball players practice and compete with the varsity and 42 percent are redshirted.

By comparison, 77 percent of other student-athletes practice and compete. We find no difference in the average number of hours per week freshman redshirts spend in their sport compared to freshman student-athletes who compete, about 25 hours for each group when they are in season.

In season, freshman redshirts and active competitors spend approximately five hours per week less in their sports than do the upperclass participants. In short, freshmen spend almost as many hours in their sports as other student-athletes, whether they are redshirts or players on the roster.

Looking at grade-point averages, we find that overall freshman competitors do about as well academically as freshmen in extracurricular activities, but that freshman redshirts are doing less well than either of those groups.

For the redshirts, the composite GPA was 2.1 and for the other two groups it was about 2.4.

Keeping in mind that the largest percentage of redshirts among freshman athletes on the campus comprise football and basketball players, we also examined GPA differences among these three groups, limiting our attention to football and basketball players among the athletes.

We find that the freshman football and basketball players, whether they compete or are redshirted, are not reliably different than freshmen in extracurricular activities. When sports are in season, freshman student-athletes who compete in football and basketball report they miss about one-half class more per week than do redshirts.

However, we find no substantial differences on other measures—such as course attendance, course performance—between redshirts and freshmen who compete. In addition, freshmen who compete are not reliably different than freshman redshirts in their report of satisfaction with courses, course performance and overall academic performance.

MR. BOHRNSTEDT: Now, I am going to ask Joan Girus if she will talk to us about student-athlete

academic performance.

**Joan S. Girus**  
Professor of psychology,  
Princeton University; member,  
Scientific Advisory Committee  
for American Institutes  
for Research

The academic performance of undergraduates is always of interest because it is seen as reflecting their core educational experience in fairly direct ways. There are any number of ways that one can look at academic performance.

Today, I simply want to touch on a few of those that are included in the study. First, I want to talk a little bit about what the students report as their major fields of study.

This can be an important question, because the choice of major should be based on academic talents and interests and postcollegiate aspirations and not on what is easy or difficult or time-consuming, or hard to schedule.

The differences in this study between student-athletes and extracurricular students in major-field studies are striking. They show quite different patterns. Let me highlight just two of these differences.

First, student-athletes are much more likely to be professionally oriented, particularly toward business, than are extracurricular students.

Second, extracurricular students are much more likely to be majoring in liberal arts and sciences or engineering than other student-athletes. While it is difficult to know at this point what these differences signify, it is worth noting that the pattern for student-athletes is much closer to the general national pattern for undergraduates than is the pattern for extracurricular students.

Some extracurricular students in Division I schools may on a national basis be unusual in their choice of major and this may account for the differences for the student-athletes.

Finally, it is worth noting that the pattern of actual majors follows fairly closely the pattern of intended majors at the time of college entrance for both student-athletes and extracurricular students. This suggests that the choice of major is not much affected by the constraints imposed by being a student-athlete or an extracurricular student.

It would be interesting to follow both the student-athlete and the extracurricular student in these studies to see what the differences are in what they do after college and how their differences relate to what they actually majored in.

We actually know very little about that on a national basis.

The second thing I want to talk about briefly this morning is grade-point averages. The data on grade-point averages show fairly straightforward rank ordering. Football and basketball players who are more successful in competitive programs have the lowest GPAs.

Second, football and basketball players from less successfully competitive programs and other athletes have rather similar GPAs, and those GPAs fall between football and basketball players in successfully competitive programs, on the one hand, and extracurricular students on the other hand.

Third, extracurricular students have the highest GPAs. The differences in GPAs are not huge, but they are not tiny either; about a quarter of a grade point from football players in more successfully competitive programs to football players in less successfully competitive programs.

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tive programs and other student-athletes, and another quarter of a grade to extracurricular students, or about a half grade overall between the football players who are in successful competitive programs and extracurricular students.

One obvious question at this point is whether these differences in grade-point average are simply continuations of the differences in high school grade-point average and test scores that you have already heard about this morning.

That is, are the college GPA differences a possible group phenomenon, wherefrom the college educational experience simply cannot overcome preexisting differences in academic preparation, but doesn't add to them either?

It is possible to do statistical tests that control background differences. When these tests are applied to the GPA data in this study, the differences in GPA between the groups are reduced considerably. Nonetheless, football and basketball players continue to have a slightly lower GPA than both athletes and extracurricular students.

It may be important to note that these differences in GPA occurred despite the fact that football and basketball players are more likely to have taken special academic support courses in note-taking and listening in their classes and preparing for assignments and are more likely to have been in basic skills classes in reading, writing and mathematics.

The differences in GPA, while small, persist despite the fact that athletes believe it is easier for them to get academic help from tutors, from teaching assistants, from their academic advisers, and it is easier to get help in choosing their courses and it is easier to get feedback about how well they are doing.

Let me just say one or two words about other academic performance measures. The three other measures in the study that are of interest as other academic performance measures are academic probation, repeating at least one course and receiving at least one incomplete in a course.

On these measures, there are simply no differences between football and basketball players as a group, other athletes, and extracurricular students. However, within the group of football and basketball players, those in more successfully competitive programs were more likely to have been on academic probation and to have received incompletes than those that were less competitive programs.

Now, I want to say a word about students' perception of their academic performance. It is a mixed picture. Given the data on academic performance, it is perhaps not surprising that compared to extracurricular students, student-athletes think it is harder for them to get the grade they are getting or to keep up with their course work, and football and basketball players think it is harder to make academics their top priority or to study for exams.

What is more surprising is that there were no differences between student-athletes, on the one hand, and extracurricular students on the other in the level of satisfaction that they have with their academic performance.

All the students in this study showed a relatively high level of satisfaction with their academic performance.

Presumably, the message in this apparently contradictory set of findings about student-athletes' percep-

tions of their academic performance is that student-athletes think they are doing as well as they can given the other demands on them, but they do not believe that they are doing as well as they are capable of doing.

What does all this mean? Obviously, we need to be concerned with the fact that football and basketball players in more successfully competitive programs apparently do less well academically than other student-athletes, and with the fact that student-athletes don't think they are working at their full academic potential.

Nonetheless, it is also important to recognize that the differences in academic performance between student-athletes and extracurricular students are fairly small. Differences in academic performance are of interest only to the extent that they signify differences in experience that will have consequences over the longer term.

This study is an important beginning, a beginning base line of data for a longer term. But until we know more about such things as graduation rates, career paths, success in chosen profession and satisfaction with later life, it will be impossible to evaluate whether the academic performance data that have been gathered so far have any consequences.

I hope it will be possible to follow these students over the years to find out whether the differences found so far continue in the future. This is an important beginning on which to build a more complete picture of the lives of student-athletes. It tells us a good deal we need to know and it tells us even more about what we should be looking at in the future. (Applause)

MR. BOHRNSTEDT: I would like to say a few words about time demands on student-athletes.

As Bob mentioned, we found that student-athletes and our comparison group of extracurricular students spend about the same amount of time preparing for and attending classes.

This finding was reassuring for those of us who would have guessed that athletes might spend less time on class activities than the other students.

The picture is more complicated than that. For example, we also found that football and basketball players in season report spending roughly 10 hours more per week on their sport than the extracurricular students spend on their main activities.

Specifically, football and basketball players are spending 30 hours on the sport in season as compared with the extracurricular students who are spending 20 hours on their main activity.

As Bob pointed out, by spending 30 hours per week on this sport, the student-athletes are, in fact, spending more time on the field than they are in the classroom and preparing to be in the classroom. This was not true for the extracurricular students.

To see just how much time being a football or basketball player in a Division I college takes, think of it this way. If one chooses the standard 40-hour work week as a reference, one could argue that in season being a Division I basketball or football player is the equivalent of holding a three quarter time job.

As Bob also mentioned, in season the student-athletes report to us that they miss an average of two classes per week compared to one class for the other extracurricular students.

What about the time demands

that Bob talked about?

Not surprisingly, out of season the number of hours athletes spend on the sport drops significantly, roughly 12 hours per week. Does the fact that the student-athletes spend less time on their sport out of season lead to an increase in number of hours they spend in preparing for and attending classes?

The answer is yes.

The time the student-athletes spend in classroom-related work increases roughly four hours per week compared to the time spent in these activities in season. We also found that out of season the number of classes missed drops to one per week, the same as for the extracurricular students.

It is worth noting just in passing that even out of season, football and basketball players still report spending a lot of time on their main activity, roughly 18 hours per week.

An important question, of course, is what difference does it make; what effect do these time demands have, if any? Looking at academic performance, we have only begun to do some preliminary analyses. When we considered all of the variables dealing with time, including time spent studying, time spent in class and so on, the one variable, interestingly enough, that appears to be the most important to determine one's grade-point average is the number of classes missed per week.

As we saw earlier, in season athletes do miss more classes per week than they do out of season. We also saw that they do miss more classes per week than the extracurricular students. The impact of time demands on grades is very important, of course.

I think it is also very important to ask about how the students feel about themselves as a function of the demands associated with being an athlete. As has already been pointed out, I found that one of the most interesting, and disturbing in some ways, finding from this research was that even though athletes spend more time in the sport than extracurricular students spent on their activities, the athletes appear to be getting considerably less joy from their performances than the extracurricular students are getting from their performances.

We also examined whether occupying the role of athletes as opposed to occupying the role of students highly involved in extracurricular activities makes it harder or easier to meet course-work demand.

I simply want to tick off quickly some results that have already been mentioned. What happens, for example, when we compare the results of extracurricular students to the Division I basketball and football athletes?

Football and basketball players are twice as likely to report that they find it harder to get the grades they are capable of attaining. They are nearly three times more likely to report that it is much harder for them to keep up with their course work.

They are also twice as likely to report that it is much harder for them to make academics their top priorities.

They are twice as likely to report that it is harder for them to study for exams. They also say it is twice as likely harder for them to prepare for the classes in general.

So, clearly football and basketball players feel being an athlete makes it much harder for them to reach their potential as students when you compare them with our extracurricular students.

I might point out that the differences just reported are even larger if one focuses on the reports of football and basketball players, and those in more successful competitive programs as compared to less successful programs.

What have we learned in these analyses? We know that college student-athletes are just as interested in getting a college degree as any other student on campus.

However, we have also learned that involvement in Division I sports, especially football and basketball, takes a lot of time.

Importantly, these time demands appear to have an impact on the athlete's academic performance. These demands may also account for why student-athletes report that it is difficult for them to realize their academic potential.

Finally, we learn that compared to the extracurricular students, student-athletes do not appear to get as much satisfaction from their performance. This occurs in spite of the fact that they spend much more time preparing for the performance than the extracurricular students spend in preparing for theirs. Thank you.

I will ask Terry Armstrong to wrap this up with a short discussion of the athlete's participation.

MR. ARMSTRONG: Before we open this up for questions from the floor, I want to conclude with a very short description of what the life of a college athlete is like outside his or her sport.

The Presidents Commission asked how the college experiences of student-athletes compare with the college experiences of other extracurricular students and how the experiences of big-time athletes compare with other athletes. You have already heard some of the answers to that question, especially in the areas of recruiting, academic performance and time.

I am going to focus on life outside athletics for a moment. In brief, we find that student-athletes, football and basketball players especially, are often not able to take advantage of the full range of college experiences that are available to students.

They spend much of their free time with other athletes talking about sports. They see others as having greater control over their lives and their actions. They turn to their coaches often for advice about education and career plans. They find it harder to get to know other students on campus, and they feel a greater sense of isolation from other students on campus.

Let me describe some of the findings that support that picture I just gave you. We used an established psychological scale to measure how students attribute the causes for their actions. Student-athletes more often than extracurricular students perceived chance factors and powerful others in their environment as having control over their actions.

Keeping with that idea, the student-athletes more often than extracurricular students turned to their families, their academic advisers or their coaches for advice about their education and career plans. Football and basketball players especially are more likely to say they are influenced by the college coaches.

In fact, student-athletes are likely to want their coaches to look out for their interests outside of athletics. They are more likely to feel that their coaches should encourage good performance in classes, that they should keep track of how well they are doing in classes.

They think it is particularly important that their coaches pay at-

tention to their problems outside of athletics and they feel it is important for the coaches to help with their health problems.

We asked all students in our study directly how often they felt isolated from other students on the campus.

Football and basketball players say they experienced greater isolation than other students and athletes in other sports. Further, the football and basketball players in more successfully competitive programs feel even more a sense of isolation.

How might we attribute that feeling? One answer might come from the housing patterns that we looked at. Over 50 percent of all student-athletes report that they live with a roommate who is also a student-athlete. Football and basketball players are more likely to live in university-owned housing that consists of mostly other student-athletes, and they have the student-athlete roommate.

In fact, at 34 of the 42 institutions in our sample, some student-athletes say they are required to live with the student-athlete roommate. That is not necessarily bad. The student-athletes themselves say that living with other student-athletes is a positive arrangement that they rated highly.

The fact is that football and basketball players in more successfully competitive programs who lived with student-athlete roommates feel the greatest sense of isolation from other students on campus.

I just want to list a few other findings that support the picture that I gave you in the beginning.

Student-athletes report that it is harder for them as athletes to assume leadership responsibilities, to learn from their mistakes, to take responsibility for others.

The student-athletes report that it is more difficult for them to develop new abilities and skills.

Football and basketball players report that because they are athletes, it is more difficult for them to exercise self-control or restraint.

Football and basketball players, more so than the extracurricular students, find it hard to achieve and gain personal goals. They find it more difficult to gain the benefits from many social interactions with other students on their campuses.

Many more student-athletes say it is difficult for them to be liked for just being themselves because they are student-athletes. The student-athletes also report that it is less easy for them to talk to others about personal problems or concerns. When they do talk about the personal problems, it is most likely to be with a teammate.

They report that it is more difficult for them to get to know other students and to speak their minds. It is no surprise that students—all students, including student-athletes—tend to socialize with others who have similar interests.

Football and basketball seems to intensify that.

Football and basketball players spend most of their free time or much of their free time with their teammates and are less likely to spend it with other students who do not participate in intercollegiate athletics.

They are more likely to talk about sports when they are spending their free time with fellow student-athletes. All of these findings support the idea I presented at the beginning, and that is that student-athletes, more so than extracurricular students in our study, find it hard to take full advantage of the experiences that are available to them on

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# NCAA Forum

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college campuses.

MR. BOHRNSTEDT: We are available now to field any questions you might have about the study on which we just reported. There are microphones in the aisles. If you have a question, please step up to one of the microphones and feel free to address us.

LATTIE COOR (University of Vermont): Did you find any differences in the divisions or conferences?

MR. ROSSI: At the moment, we have done no analysis by division or by conference, so the answer at this time is no.

JAMES FALLON (University of California, Irvine): I have only one disappointment with the otherwise fine report. Why didn't you compare the student-athlete, the extracurricular student with the university student, that is, the average college Joe or Jane?

MR. ROSSI: It is a dollar consideration, unfortunately. When we met with the ad hoc committee of the Presidents Commission, we discussed a variety of ways for most efficiently meeting their information needs, to draw sufficient samples to address the four questions that I went through.

We were not in a position to include those individuals not in athletics or extracurricular activities.

What we did do and what we have done and what in the full report we do is to use results from the 1984 Carnegie Foundation National Survey of Undergraduates.

That is a survey that is national and it provides us with an opportunity to make comparisons on a number of items, because during the design of our instruments we actually used items from their survey as well.

So, you will find in the main report we have tried to, if you will, address your concern, and I think it is a good concern, by using these data from another national survey.

FROM THE FLOOR: I notice you use the term differences, large and small. I would like to know if you ran any hypothesis to find out if these were significant differences?

MR. BOHRNSTEDT: Yes.

FROM THE FLOOR: What alpha level did you use, 5.01, the pi squares, other variances, or what?

MR. BOHRNSTEDT: We assiduously avoided the term "statistical significance" given that we were talking to a general audience. Whenever we talked about differences or reliable differences, we were talking about differences that were statistically significant at the .05 level, taking into account specific weighting requirements given the way we drew the sample and design effects. So we tried to deal with the technical issues, and I think we did.

RICHARD DUNN (University of Washington): In determining the comparative groups, especially considering the amount of time involved in other sorts of activities, was there any consideration given to students who are employed at least half-time?

MR. ROSSI: What exactly do you mean by "consideration"?

MR. DUNN: Well, as far as comparison with the student-athlete group, it seems to many of us in the classroom that students have great time constraints upon them who are attempting to work half or more time and go to school full-time at the same time.

MR. ROSSI: Right. Among the extracurricular group, we had included work-study students to an extent, and in the full report we go into the number of hours spent per week on jobs by students. Those

data were asked and, in fact, the extracurricular group, as I have said, actually included, I am just going to guess, approximately 15 to 20 percent of individuals who indeed had jobs outside.

GORDON COLLINS (College of Wooster): I would like to ask how comfortable researchers are with the candor on sociodesirability by the students responding in your surveys, any kinds of openness problems that you felt might have existed in those responses?

MR. BOHRNSTEDT: No. I think that is an excellent question. The level of cooperation that we got from the president's level down to the athletic directors, coaches and the students themselves was very, very substantial. The response rates we had were very high. I will let Bob talk about that more generally.

One of the things we did, for example, was to ask students if they wanted to comment on an open-ended question at the end, and I think, Bob, it was roughly 45 percent of the students who took the opportunity to write, and in some cases very, very, very extensive responses, and not all of it, as you might guess, was responsive with respect to their experience.

MR. ROSSI: One additional thing, during the pretest, which was conducted at Division I institutions, not in the sample, we actually looked at the question of effect of an interviewer's presence or generally the use of a questionnaire asking items that were sensitive in many cases.

We actually found that students were remarkably frank, both about questions on which there might be a tendency for them to "grandiose" their status or their plan in the hope that an interviewer might feel more positively inclined toward them, and also on issues that were more sensitive, having to do with abuses, having to do with the recruitment process and what was a part of that process, as they would report.

We found them to be remarkably candid. As George said, all of the data collection was done either by questionnaire or by personal interview in neutral rooms on campuses with only our staff present, and the ratio was usually not greater than four or five students to one of our people.

MR. BOHRNSTEDT: One other small piece of evidence with respect to that: We asked the students what their SAT scores were, and then we eventually got their transcripts. For those of you who are statistically minded, the correlation between those was .87, so it was substantial.

ALLAN BEIGEL (University of Arizona): I would like to ask two short questions about the different findings of the study. First, you make the point about the relative similarity in the experiences of the student-athlete versus the student who participates actively in extracurricular activities.

Did you make any attempt to look at how the level of services provided to the student-athlete, particularly as they may be differentiated among the different levels of the NCAA, impact on that similarity or lack of similarity in the two sets of experiences?

The second question: You make a point about the relative performance, even adjusted, for football and basketball players in relation to other student-athletes and other students. I wanted to know to what extent you looked at the fall semester, spring semester, summer semester in terms of GPA, the latitude being where the sport activity is less active and there may not be as

many differences as stated?

MR. ROSSI: On the services question, so far we have looked at the services available, both to student-athletes and extracurricular students. As we reported, the level of academic resources, educational resources and the like are greater for the student-athletes.

We have, in addition, as I reported, found that they feel it is harder for them and so forth. In terms of the analysis to see if the level of service might affect perception of ability, let's say to take leadership responsibility or to learn new skills, no, we have not done those analyses yet.

In terms of GPA, you are making a very good point.

In our fourth report—I mentioned the report on the black student-athlete, the report on the female student-athlete—and the fourth report is based on the analysis of these transcript data that we have not done yet.

We have the second largest data base of college transcripts that has ever been compiled. It is huge and it contains all of the elements of all of the transcripts, and we will be looking at that kind of question, the difference between the various semesters as well as whether the GPAs that we are reporting this morning, cumulative GPAs, whether the pattern of courses indicates that the substance of courses taken would indeed lead to a degree that is expected.

That kind of thing is not in Report No. 1. It will require time and will be in Report No. 4, probably available in April of this year.

HAROLD McGEE (Jacksonville State University): Why is there only Division I?

MR. BOHRNSTEDT: It was actually by design. This is what the Presidents Commission asked us to do. This was not our decision. It was the decision of the Presidents Commission.

MR. MASSENGALE: I was not involved at the time, but I think it was felt that it was in Division I where the visibility was or the concern has been. That is why the data base should begin there.

I think if there is need or desirability for this to be carried on for other divisions, (that can be considered). Certainly, Division I is the one that has the most visibility and the one that has the greatest concern and perhaps the most pressure on the athletes than in other divisions.

Will you join me in expressing our appreciation to George Bohrnstedt for presenting a very, very fine presentation. (Applause)

We are going to change panels. I will ask the panelists for the second session to come to the podium, please. I think it is now time that we begin the second part, the review of the study from a national perspective.

I think we have had a most interesting session, the first one, in presenting results from the national study. The present panel will take a look at that from a national perspective and the chair will ask their viewpoints. I know we are all anxious to hear their perspective and what they see of this study.

I feel very fortunate, indeed, that we are able to have four distinguished panelists with us this morning. We are indeed fortunate to have Wil Bailey, who is the current president of the NCAA, and from Auburn University, having served in many posts at that institution.

The second panelist will be Gail Fullerton, who is president of San Jose State University and a member of the Presidents Commission.

Following Dr. Fullerton will be Mr. Joe McGuff, who is the long-time sports editor of the Kansas City Star and Times, and now vice-president and editor of those famous papers in Kansas City.

Then following Mr. McGuff will be Dr. John Ryan, president emeritus of Indiana University and a consultant to this Commission.

## Wilford S. Bailey Faculty athletics representative Auburn University

Thank you, Chancellor Massengale. It is indeed a privilege to join our distinguished colleagues, having the opportunity to make a few observations about the results that you have heard summarized this morning.

Before commenting about the research findings specifically, I think it is important to emphasize again the singular importance of this study and of related research that is being conducted by the NCAA. This project and that related research constitute a major stride in developing information that can only help in forming legislation for the Association and helping achieve our purpose, and to be assured that the principles for the conduct of intercollegiate athletics are truly being implemented with special emphasis on the physical and educational welfare of the student-athlete.

I remind you that the Association is at the midpoint of a 10-year research project on the academic preparation and performance of student-athletes in Division I and that that study has now been ex-



Wilford  
S. Bailey

tended to include Division II. All of this is being done internally under the oversight of our very capable NCAA Research Committee.

These data bases will provide a resource of tremendous value, not only for immediate use by the Association but also for long-range scholarly research by faculty and graduate students at our member institutions.

The second introductory point is to emphasize, I believe, that we must exercise great patience in seeking definitive solutions to the complex and interrelated problems that have been addressed here this morning, problems that we face at the national and institutional levels in our international sports programs and our intercollegiate programs on our campuses.

Like most good research in an area so prevalent with opportunity, perhaps this study raises more questions than it answers. The additional information coming in the four other reports due throughout this spring will help us focus on the basic issues and on alternative ways of addressing these.

We have only an introduction to that, I think, this morning. Even with all that information in hand, some time will be required for careful analysis and productive evaluation of alternative ways of addressing these issues. Considerable debate will be required about the alternative approaches.

I am not suggesting foot-dragging—that would be unthinkable—but we must understand and try to help media representatives and the public understand that there is no quick fix to the complex issues we face. It is far better to be deliberate and thoughtful and to construct and use to the greatest benefit possible the most effective communication network among the constituencies of the Association as we proceed with that debate and striving for appropriate actions for true reform, not mere patchwork.

My third point is this. As we study these data and those to follow, the most fundamental concern guiding our course of action is the necessity of achieving and maintaining a wholeness, a true wholeness in the relationship of intercollegiate athletics and education in our institutions.

I remind you that notwithstanding widespread use otherwise, the fundamental meaning of integrity is wholeness.

We have for too long permitted in far too many institutions varying degrees of fracture of that essential relationship.

With respect to the results of this first report, I view with considerable satisfaction the many evidences of close comparability of the expectations and the experiences of student-athletes and the nonathlete students who devote considerable amounts of time to extracurricular activities.

It is not necessary to dwell on those similarities.

I think they have been adequately addressed thus far this morning, at least for this stage in the reporting of the results of the study.

There are clearly some danger signals. One of those danger signals is the evidence that there is a divergence in the degree of comparability of student-athletes in football and basketball and those in other sports, and the divergence would appear due to a variety of factors related to the greater pressures to win in those highly visible sports.

Some of the danger signals are stronger in the comparisons of experiences of those student-athletes in football and basketball in institutions with the greater success in competition in recent years as measured by win/loss records.

We should not conclude that participation in these more visible sports inevitably must result in that undesirable imbalance between education and athletics. Certainly, we must not conclude that the mastery necessary for winning cannot be an important element of education for life.

We must, however, be assiduous in our efforts to maintain that wholeness and balance of education and sports so essential to assure that the great values of both can be achieved during those years that are so important for preparation for life and for living.

Stated differently, I believe that we cannot permit the demands on student-athletes necessary to achieve the highest order of athletics excellence in any sport to preclude an adequate level of preparation in the pursuit of a meaningful education. I think that is the essence of what we are addressing.

For me, the most striking and clearly dangerous signal of the research set forth in the first report is the indication that so much pressure is being placed on student-athletes, especially in football and basketball, and particularly in the competitive and successful programs, that many of the students, even though they indicate they are satisfied with their

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academic performance, acknowledge that at the same time they are unable to achieve their expected or potential level of performance academically.

There is strong evidence, I believe, that the demands are so great, and not merely in the season of competition, that the students are so drained physically and emotionally that they cannot be adequately productive in their preparation for and participation in the classroom and the laboratory.

The amount of time spent in practice and competition is not the only consideration. The physical, emotional and mental state of the student-athletes with respect to their abilities to function effectively as students in study and class performance after practice and competition must be a concern.

Finding the best way to ameliorate this problem will not be easy. It will require our best efforts and a spirit of cooperation. I believe we must initiate immediately on our individual campuses and in the Association discussion and debate; we must undertake that effort and we must pursue it diligently.

Finally, there are several points in the report that on first blush project considerable concern about which we, I feel, must not be hasty in jumping to conclusions.

Examples include, first, the perception of many of the student-athletes that intense recruiting pressures helped them in making the right choice of an institution.

Without knowing more about the criteria for what determined whether the institution chosen was indeed the right choice, it is very hard to place confidence in this reported perception and not to question the potential negative effects of the admitted intense recruiting pressure.

Second, it is not surprising that football and basketball players feel they are receiving inadequate financial aid and should have more when they hear this constantly from many coaches and the media and general public.

I am convinced that this is an area in which we have not done an adequate job as an Association and in our institutions in communicating the facts about financial aid.

We have a lot of myths that differ with the facts about financial aid. We need to do a better job in communicating those facts to student-athletes, to the media representatives and to the public generally.

Third, until we know more about what was judged to be mental abuse, we should be careful about blaming coaches or other extracurricular activity supervisors. I am quite confident that a considerable number of my students at the time they were in this class in the laboratory would have thought me guilty of mental abuse, a judgment that was not maintained in later years.

Mental abuse, and possibly even physical abuse, may at times be in the eye of the beholder unless there are specific criteria for arriving at that judgment.

I am not saying there is not a problem here; rather, we need to be careful about jumping to conclusions that may not be warranted until more information is available. Thank you very much. (Applause)

**Gail Fullerton**  
President,  
San Jose State University

I have found this a fascinating study to peruse. I have had the copies for perhaps two or

three weeks. I read in a national news magazine recently that according to that editor they thought it was too bad that Senator Proxmire retired before giving one of his Golden Fleece Awards to the NCAA, because he may have had some notion of what it cost.

Someone asked a while ago why we didn't take Divisions II and III as well. At this point, when we first saw what it would cost to do all three divisions, we gulped hard and said, "Let's start with Division I."

Anyway, according to that editorial writer, the NCAA spent a lot of money to find out that football players get lower grades than other students. It was a short little piece. One or two of my colleagues here have expressed similar sentiments.

But it was not the purpose of the National Study of Intercollegiate Athletes to find something startling and controversial that would sell



Gail Fullerton

well on the news racks. I do think that the differences found in many points are relatively small. I was struck more with the similarity of experience than the divergence.

The purpose of the study was to provide the NCAA, and that means all of us collectively, with reliable information on which we can base decisions on legislation that is intended to improve the college experience of our student-athletes.

Absent such base-line data, we have had to rely on anecdotes, sometimes on horror stories, but without knowing whether people in situations depicted represent the larger reality of intercollegiate athletics. These data will provide us with touchstones against which we can examine prevailing stereotypes and the conventional wisdom regarding athletes.

The stereotype that football and basketball players are not as good students as others did receive some modest support. The study found that student-athletes had lower ACT and SAT test scores and lower high school grade averages than the comparison group of students.

The differences were not all significant. On the average, football and basketball players had a B average coming out of high school and about a quarter of a grade lower than the high school grades reported by those participating in other sports and extracurricular activities.

The collegiate grade-point averages taken from university records, not specifically reported, show also that the football and basketball players did have slightly lower grade point averages, 2.460 GPA overall for football and basketball players as compared to 2.610 GPA for athletes participating in other sports, and 2.790 for students involved in other curricular activities.

Let it be noted that these differences are between a solid C average for the football and basketball players and a C+ for the comparison groups, hardly a large enough difference to support the stereotype of the illiterate athlete, individual horror stories to the contrary notwithstanding.

When you look at the questionnaire in the back of the book, you will understand that you have to be literate to fill out the questionnaire and most of the athletes, some 4,000 in all, seem to have filled them out completely.

Given the other findings of the study, the football and basketball players entered college less well-prepared than the comparison groups, as the ACT and the SAT scores would indicate, and during the season of competition for their sport, football and basketball players missed two classes per week on the average. So the impact on grade averages is perhaps understandable.

You have already heard a lot about the number of hours of the week. I am not going to go back over that. When you look at the number of hours spent in class and in preparation for class and in their activities, the demands on, say, the staff of the student newspaper, the student role in the current music or drama production when they are in season, so to speak, are really roughly comparable.

There were some points of the conventional wisdom not borne out by the study and one of these is the assumption that all athletes are physical ed majors. I don't know why that is often said, and the tone that it comes in. The study found that only about 5.5 percent of football and basketball players were physical ed majors, and only a slightly larger proportion of other student-athletes, 7.1 percent, were physical ed majors.

Conversely, 93 to 97 percent of the student-athletes were majoring in a discipline other than physical education. I don't know where the coaches are going to come from in the future. The most common major pursuit for student-athletes in the comparison of students was business.

Although a higher proportion of athletes than others chose business, for all the students interviewed, business was the most frequently chosen major. That is not news to us. The highest number of choices are made in business and professional careers.

The stereotype of the athlete is, however, similarly not that of the management, marketing or accounting major. When you say athlete, you don't think of accountants.

About one in three of the student-athletes were business majors. Perhaps that accounts for the fact that corporations talk about having a game plan and being a team player.

The second most frequently chosen major for student-athletes, including football and basketball players, was social sciences. The most commonly chosen majors in sliding order were business, social sciences, various professional occupations, communications, engineering and then physical education.

Students involved in other extracurricular activities did choose majors in the arts and humanities significantly more often than did the student-athletes, but that is not too surprising considering the sample was drawn to include students participating in the theater, dance, on the newspaper and in various performing arts.

The study documents many similarities between student-athletes and the comparison group, and it suggests that the college experiences of the student-athletes are not that substantially different from the college experiences of the students involved in the university theater or the campus newspaper, or the marching band or student government.

However, there are indications of

dissimilar family backgrounds of the student-athletes in the comparison list of students. The data reported a significant difference between football and basketball players and the comparable students in the amount of money they reported available for personal expenses, such as food, clothing, transportation, medical care not related to athletics injuries, dental care and socializing.

Football and basketball players reported significantly less money available for such expenses than did the comparison student groups. There was socioeconomic data collected, but not included in this first report, and it might be interesting to see whether there is a difference in the family background of those participating in things like golf, tennis and swimming than the football and basketball players.

In any event, the amounts reported averaged \$82 per month for football and basketball players for clothing, for incidental personal expenses, transportation and so on. That compared to about \$100 per month reported by athletes competing in other sports and \$114 per month for students involved in other extracurricular activities.

We asked if the amount they had available was adequate for their needs, and a significantly greater percentage of the football and basketball players said no.

As noted already, football and basketball players apparently come less well-prepared for college from high school experiences. Together with the information regarding financial support, it is suggested that student-athletes who are in football and basketball programs come from disadvantaged family backgrounds more frequently than do athletes competing in other sports.

A common criticism of the intercollegiate athlete is that poor athletes are encouraged in unrealistic expectations for the professional sports career. It is interesting, but I have never heard a university criticized for encouraging its students in the performing arts in their dream to become professional actors, professional dancers, artists or musicians.

The student-athletes were asked whether they expected to become professional athletes. Twenty-three percent of the football and basketball players, and 30 percent of the recipients in other sports, 15 percent are nongrant holders in other sports, said they expected to become professional athletes when they enrolled in college and most of them still had that expectation when they were interviewed.

Of the seniors, 21 percent of the football and basketball players and 25 percent of the grant recipients in other sports say they expected to become professional athletes when they enrolled and still had that expectation at the time of the survey.

However, when the 21 percent of senior football or basketball players who cherish the hope of becoming a professional athlete were asked to estimate their chances for realizing that dream, only eight percent of the 21 percent, according to the study, and by my calculation that would be about two athletes in 100, reported that they almost certainly will become professional athletes.

Such hopes may be realistic, in fact; these were senior football and basketball players of the Division I schools, given the size of the draft and the number of free agents hired each year. It would have been interesting to compare the career expectations of the student-athletes to those of the comparison group of students participating in music,

drama, journalism and student government.

Unfortunately, the question about expectations of becoming a professional athlete did not have a counterpart question concerning the dreams of becoming a professional actor or a dancer. On the questionnaire used for the comparison group, that was one of the few things I found lacking in this very fine study.

Sports, music and theater have, first, avenues of upward mobility for many of the groups in America. After opening doors for their talented athletes and artists, I will grant disadvantaged groups have then gone on to achieve in other areas of society.

The history of sports such as baseball and boxing has also mirrored the possibility of these groups in this country, first the Irish, Italians, Blacks, Hispanics, and similarly the history of music and theater is a study of upward mobility of immigrants, ethnic groups.

It is as common for young men and women from disadvantaged subcultures to dream of being a star as a way up from poverty as it is for other Americans to dream of becoming a millionaire through more conventional avenues. However, the study indicated that the overwhelming majority of student-athletes also have as a goal completing their college degree.

I look forward to later reports drawn from this rich lode of data and to the longitudinal study that may come from it. I hope we will use this as a data base in making informed decisions now and in the future. (Applause)

**Joe McGuff**  
Editor,  
Kansas City Star and Times

In late April in the election campaign, the public was introduced to this fine doctor. George Bush, in his debates with Mike Dukakis, said not to worry, the good doctor would call the members of the media to the side and explain what the candidate really meant to say.

No problem is too big or too small for these doctor fix-its. A good spin doctor can take any set of facts and figures and turn them to the advantage of his candidate.

As you might assume, this brings us to the subject we are discussing today, the proper role of intercollegiate athletics in higher education, and the spin that each one of us wants to put on the study by the American Institutes for Research.

The spin put on this study by some in the college community has been quite favorable. Martin Masengale, chancellor of the University of Nebraska, was quoted as saying, "It is reassuring to find student-athletes so near others in the student body."

Chuck Neinas, executive director of the College Football Association, makes the point that the image of college athletics is catching up with its progress and adds, "I would like to believe that the findings of the NCAA-sponsored study confirm that point."

The press has tended to put a different spin on the report. Bob Verdi of the Chicago Tribune wrote, "It is mind-boggling that the NCAA is spending \$1.3 million on this study," and he adds, "One would think the NCAA has been around too long to be so naive. We should never underestimate the ability of this organization to outdumb itself." (Laughter)

Furman Bisher with The Atlanta  
See NCAA Forum, page 17

# NCAA Forum

Continued from page 16

Journal noted that college football and basketball players spend more time on their sports than they do in the classroom, that they make lower grades and that fewer graduate in comparison with the rest of the student body. "Big news," Bisher wrote. "That is like saying roosters crow, pigs oink and babies cry." Bisher also observes, "There is no reason to look for change until the prime-time athletes form a union."

Unlike some of my colleagues, I do see benefits in this study. It didn't tell me anything that surprised me, but the Presidents Commission has to have some facts and figures if it is going to make proper decisions on the role of athletics within the college educational system.

I see the study as a starting point, but I will offer this warning. If the spin that the presidents choose to put on this is to say, "My, look how good things are," then instead of a starting point it will be a dead end. The problem with trying to analyze and interpret this study is that all of us, coaches, administrators, the media, have preconceived ideas about



Joe McGuff

the proper role of athletics in higher education, and we will tend to bend the facts to our way of thinking.

I know I have a bias to this study, as one who has been covering intercollegiate athletics at all levels over a period of 38 years. I enjoy college athletics. I have made many wonderful friends through the years among administrators, coaches and athletes.

I think the personal benefits of athletics are enormous. I also must say that the concept of big-time college football and basketball as amateur sports is pure fiction. The concept of the student-athlete does not correspond with reality.

To me, the facts and figures of this study proved what I already knew, to-wit: that these young men are athlete-students. The study shows in football season and basketball, players spend 30 hours a week on their sports, they spend 13.7 hours in the classroom and 11.6 hours preparing for class, a total of 4.7 hours less than they spend on sports.

Even out of season, they spend more time in their sports than they do in class, 17.9 hours compared to 14.4.

Student-athletes miss about two classes a week when their sports are in season, while the extracurricular group missed 1.2.

The study shows that football and basketball players score lower on ACT and SAT tests and have lower high school grade-point averages than do athletes involved in other sports and those involved in extracurricular pursuits.

Football and basketball players in big-time programs are more likely to have academic problems than other students. 42.8 attend summer sessions as opposed to 27.9 in smaller programs. We have no figures for the extracurricular group. 41 percent have repeated one or more courses, and 34 percent have been on academic probation, and

23.5 percent have received an incomplete at least once.

Twenty-two percent of the football and basketball players feel it is much harder to keep up with course work as opposed to eight percent of the extracurricular students.

About 12 percent of the football and basketball players and 14 percent in the big-time programs had personally problems, psychological, physical, mental and physical abuse, academics.

In other sports, it was four percent.

For the extracurricular students, it was seven percent. Twenty-five percent of the injured football and basketball players said they felt intense pressure to ignore their injuries. Student-athletes feel a greater sense of isolation, and those who live in student housing with other athletes especially feel this way in comparison with those who live in housing with other kinds of students. Student-athletes on the average have less spending money than the extracurricular students.

Certainly, there are some encouraging things to be found in the study, but the picture that emerges is one of the big-time football or basketball player who is less gifted academically, who comes from poor circumstances, devotes more time to sports than to academic pursuits, has substantially more academic problems and more problems living up to his or her academic potential, feels more isolated and has more mental, physical and personal problems than those in other sports and the extracurricular pursuits.

In a college or university, everything should be subordinated to education. I don't think anyone can look at the facts and figures presented in this study and say that is the case. On a theoretical plane, there is no justification for educational institutions to be running sports to produce millions of dollars of income and not give players something of substantial value to perform.

But I am not naive enough to think that radical changes can be made in big-time college athletics. There is too big a structure in place, too much money at stake and too much alumni support of the present system. But if we are stuck with this system, then let's take steps to make sure that in the future football and basketball, as well as all other sports, are clearly subordinated to academic pursuits.

In closing, let me make this point. On Wall Street, in the defense industry, in the Olympics and in college athletics, as the financial stakes rise so does the pressure to cheat become greater. The size of the enforcement staff, the size of the rule book, the severity of the penalties keeps going up in college athletics in proportion to the size of the financial stakes.

Those who think that tough enforcement in sports of a severely flawed system is a final answer are going to be disappointed. In this respect, it reminds me a little bit of the story of the farmer who was driving down the road and saw a man in the ditch, he was driving a big Cadillac, and the farmer stopped and thought he would offer him some help.

He said, "Sir, can I be of assistance?" He noticed that the man was standing in front of the car and the man said, "No, I can take care of this myself." The farmer noticed that he had a little dog in a harness, and the dog was tied up to the front end of the Cadillac.

The farmer said, "Sir, I don't mean to interfere but that little dog

can't pull that car out of the ditch." The man looked at him and he said, "Oh, that's all right. I've got a whip." (Laughter)

## John W. Ryan President emeritus, Indiana University

I notice that our common theme for members of this panel is to consider or to review the study from a national perspective. Noticing that I was last in the group, I decided I had better have something to say besides presenting to you again facts and figures that others have already done for me and done better than I could have anyway.

So I would like to ask you to think of the national perspective of these data and this study in a slightly different way.

First, I want to commend all of us as the heart and soul of the NCAA, which this Convention is, for supporting the Presidents Commission initiative to undertake a study seeking objective and systematic information where we have had anecdotal experience and suspicion before.

I want to remind us all that we sit here in this session and the sessions that will follow influenced and guided by the past—that is all we know—and propelled by challenges we recognize in the future. If we stop there, this is my point, this will be not only a successful, but a very important NCAA Convention and it will be very rewarding to each of us because as we function in this capacity this week our eyes ought to be on the future, hoping that those who sit here some years from now will have for their past a better and different one than we have for ourselves.

This study presents a national perspective for all of us and all involved in intercollegiate athletics, because it represents at least two reinvigorated activities for NCAA that can make a difference.

One, the study is evidence of a commitment on your part to know, not to guess, hypothesize, but to know. For me, the compelling national perspective for this study is that it will continue, this research initiative, in whatever form, it will continue because we need the continued commitment to know what the facts are so that we can act on them, not spin them—that was good advice—and not hide them, to know the facts.

But, secondly, let's not kid ourselves. All of us are professors, administrators in colleges and universities whose basic commitment is to know and act on the basis of what we know. The NCAA, then, will function more consonant with the values of the very people we live with all year, because of this initiative.

The second initiative, the second national perspective, is to prepare members of the media who start out as our own students; to prepare members of the boards of trustees, who start out as our own students; to prepare presidents, chancellors, administrators, to prepare them by a systematically organized program of workshops and seminars or publications, again all the kinds of things that you and I and those we live with every day throughout the year do in our colleges and universities to prepare themselves for knowing the facts, drawing conclusions, taking actions, evaluating problems on the basis of what we know.

The third national perspective that is important to me is so simple perhaps I should not even say it, but the study says, among other things,

that athletes want to be students. A year ago, not very many would have stood up and said that even if they believed it. But athletes are not prepared or as prepared as they must be to be students. That provides the NCAA and every member with an agenda of trying to do something about that.

Another national perspective in which to view this study and its results is that, as earlier speakers on this panel and the preceding panel



John W. Ryan

have stated very clearly, the problems are very real. We knew that, but now we know it with more precision, and they are important.

But, in my opinion, the study gives us reason to conclude they are trackable, they are manageable. The students themselves, and I think not much has been made of this to this point, the students themselves who participated in this survey thought it was the right thing to do, appreciated the initiative that the questions even were being asked, believed the right questions were being asked of them and felt some measure of optimism that this initiative would lead to a better environment for dealing with the problems that the study itself verified and/or clarified.

Next, the national perspective is that which we can't know this morning, but we can anticipate because of the follow-up studies of black athletes compared with comparison students, women athletes compared with comparison students, and an opportunity, not until now available, for longitudinal study of the very population of those students participating up to this point.

What does that mean? That means some questions we find important now that we can't answer can be answered if we will continue this initiative, if we will carry forward the momentum that has been created. May I say that momentum itself is a national perspective in which to see this study.

The momentum of the study—its primary place in this forum, the attention you pay to it by your attendance here this morning—this momentum says that, all who care, we want to address the fundamental and major problems of intercollegiate athletics, which in my view are rooted in the fundamental nature of American society itself.

Since we want to deal with these fundamental problems this way, let us know as objectively and systematically as we can all there is to know. Let us act connecting the proposals we make for action to the factual base that we know. Let us evaluate and thus let us grow. Let us progress.

Let me conclude with another national perspective that is my idea, and maybe no one else will share it.

Reference has been made directly and indirectly, and it is implicit in aspects of the study, to what is now known as Bylaw 14.3, what it is, what effect it is having and so on. I think that is entirely appropriate.

But let us put that element of the study into a national perspective. What we do, what we want to do in

order to positively affect outcomes with our action, and what we are, links in intercollegiate athletics and the institutional framework within which intercollegiate athletics exists with the secondary educational systems throughout the country.

If we are not prudent, careful, thoughtful, we can take actions thought by us perhaps correctly to be the right ones that can be damaging or difficult or problematic for that same secondary school system that produces our students.

If we are prudent, we can take actions good for intercollegiate athletics, good for higher education, good for the secondary school system of the United States, and we owe it to our colleagues in academics and in athletics activities at the secondary level to be as careful as we can to communicate, to coordinate and all of us to attempt to reach that better future that will be the past for those who follow us. (Applause)

MR. MASSENGALE: I wonder if you would like to ask some questions of any members of this panel.

KENNETH J. WELLER (Central College, Iowa): I do not have a question, but I have a comment related to the national perspective. I make it on behalf of a rather invisible group that represents about two-thirds of the members in this audience.

We have spent a great amount of money to make sure that this study is accurate, valid and scrupulously objective.

The results are impressive. Nonetheless, I would like to point out that these data do not reflect accurately the total situation of the institutions of the NCAA.

It is important that the membership and the public, as informed by the press, realize that the data are limited to a narrow, troubled segment of about one-third of our members and less than half of the student-athletes, those in Division I.

If all the colleges had been included, the revealed areas of strength would have been much stronger and the revealed weaknesses significantly ameliorated. This may be rather obvious to those familiar with the Association, but what is obvious doesn't get communicated. It doesn't produce attention-grabbing headlines or capture the interest. But it is a crucial and integral part of the story that must be told.

At a previous forum, one of the speakers suggested the value of an institution is a function of its contribution to the revenues of this Association. Yesterday, Dick Schultz, in the moving conclusion to his address, reminded us that it is rather a function of what we do as educators in encouraging the lives of young people.

If that is the case, then it should be noted that despite their limited revenue production, these other, invisible colleges contribute a great deal. It is not reflected in these data. The overall performance of the institutions of the NCAA almost certainly is much better than this study reveals. I wish we could spend the money to prove it to ourselves and to the public. Thank you. (Applause)

MR. MASSENGALE: We appreciate those comments, Ken, and also your bringing it to the attention of the members of the Association. I, too, hope that somehow in time we might include a much broader group of our student-athletes.



# Panelists

Continued from page 4

larger and people are getting caught. Is that good or bad for intercollegiate athletics? It's good.

"It doesn't mean it's worse now than it was 10 years ago; it's a lot better. This is like a purge, and it's good. Eventually, we will get closer to that time when most of it's done without cheating," Krzyzewski said.

## Microcosm of society

Both Krzyzewski and Schultz agreed that athletics is a microcosm of society and that the problems existing in sports are the same ones that each individual finds in his or her profession.

"No matter whatever business you're going to be in, whatever profession, there's always somebody there who's going to try to get around the rules. You can't put in all the legislation to catch all these people. What they (the NCAA) are doing is good," Krzyzewski said.

"There are a lot of fallacies surrounding intercollegiate athletics," explained Schultz. "One of those is that all coaches cheat. Very few coaches cheat. Unfortunately, because of the visibility of intercollegiate athletics, we have one or two schools or athletes or coaches who have a problem; then, everybody becomes guilty by association.

"Another one that we've heard from time to time from schools that go on probation is, 'Well, we got caught, but everybody else is doing it.' I don't think that's the case, and I don't think I'm naive, because I've sat in Mike's (Krzyzewski) shoes for 25 years. I know what it is like to be a coach and to be an athletics director. I know what is going on.

"We have problems in athletics, but we don't have any problems that are unique to athletics. Every problem that you see in intercollegiate athletics, turn right around and point your finger at society and see the same things going on there. If we have those same things going on in society, are we so elitist and naive to think that we're not going to have the same things going on in intercollegiate athletics? I think we have done a better job dealing with our problems in athletics than society has with its problems," Schultz said.

"The message that I've tried to carry since taking over at the NCAA is that integrity starts at home. The governing board of that institution is responsible for everything that goes on there," Schultz said.

"They (governing boards) delegate that responsibility to the chancellor or president who, in turn,

## Candidates sought for U.S. women's basketball teams

Applications for the USA National Team trials and the U.S. Olympic Festival '89 regional trials for women's basketball are now available.

The Olympic trials are scheduled April 28-30 at four regional sites. USA National Team trials, where teams for the world championship qualifying tournament, the World University Games and the Jones Cup will be selected, are scheduled June 7-9 at the Olympic Training Center in Colorado Springs.

Eligibility requirements for each team and training and competition schedules are included with the application.

For information, contact ABAUSA, 1750 East Boulder Street, Colorado Springs, Colorado 80909 (telephone 719/632-7687).



Richard A. Rosenthal

delegates that to the athletics director and then on to the coaches. The important thing is that if that president or athletics director has to make a tough decision with a popular coach or a popular program, then that governing board has to stand firm. They can't start wobbling if alumni or boosters start putting pressure on because they see

a favorite program going down the tubes.

"Whenever you have a breakdown in that chain of command; when you have a coach so powerful that he can bypass the athletics director or president and deal directly with the governing board, you are going to have problems. When you have a governing board that is so interested in athletics that it wants to get down in the trenches with the coaches, you are going to have major problems. If you take a look at every major violation, 90 percent of the time it involves one of those two breakdowns," Schultz said.

Krzyzewski agreed with Schultz but called for strong action when the president and coach ignore problems in the athletics structure.

"The school has to take care of its cheating and its recruiting. Don't tell me that a university president

cannot find out there's cheating done in his athletics programs. That's ridiculous. You know where the money's going. You know what's happening.

"What they do at a lot of places is turn their backs. They say, 'We need to have a successful team so it's OK to do that (cheat).' My point is that when they fire the coach, they should fire the president. The NCAA can only do so much. The schools have to do it."

Notre Dame's Rosenthal furthered the contention that by cheating, a coach loses touch not only with the goals of athletics, but also with his athletes.

"If a coach cheats, he no longer can sell a kid on commitment. He is a hostage to that person. The great coaches do it ethically; otherwise, they wouldn't be motivated," said Rosenthal, now in his second year as director of athletics at Notre

Dame.

"Success without cheating?" asked Krzyzewski. "Of course. How can you be successful when you cheat? If you are a rational human being and you have integrity and you have pride, the word cheating should be one that you never use.

"When I was a cadet at West Point, I had a great instructor, Heisman Trophy winner Pete Dawkins. He had a great comment — 'To win by cheating, is that really winning?' Whenever I go out to coach Duke, I love it because when we do win, we win all over. When we lose, I can look anybody in the eyes and say 'I'm not losing. It's more than just winning and losing games.' To think that you need cheating to have success is ridiculous," Krzyzewski said.

*Sobb is a member of the sports information staff at Duke.*

## Eligibility appeals

### Eligibility Appeals Concerning Recruiting Violations

#### DIVISION I

NCAA Rule(s) Violated	Facts	Recruiting Advantage	Result
B 13.02.4.4 [B 1-2-(a)-(8) (ii)]	PSA (prospective student-athlete, women's basketball) made official paid visit that overlapped 45 minutes into dead period. Upon discovery of violation, institution immediately terminated visit.	No.	Eligibility restored.
B 13.12.1.2 [B 1-7-(b)]	Two PSAs (ice hockey) were employed at head coach's hockey camp; PSAs signed National Letter of Intent prior to violation, PSAs repaid compensation received.	No.	Eligibility restored.
B 13.10.1 and 13.10.1.1 [B 1-(4)-(a)]	Assistant football coach's off-the-record comments to local press regarding PSA's ability were published in local newspaper.	No.	Eligibility restored.

### Eligibility Appeals (Other Than Those Involving Recruiting Violations)

#### DIVISION I

NCAA Rule(s) Violated	Facts	Result
B 12.1.1, 12.1.3 and 12.2.3.2.4 [C 3-1-(d) and Case No. 37]	S-A (student-athlete, ice hockey) participated in three major junior A ice hockey games and received \$60 in expenses. S-A repaid money received.	Eligibility restored after S-A withheld from first three contests of 1988-89 ice hockey season. [Case processed prior to adoption of Proposal 111 at 1989 NCAA Convention.]
B 14.01.4.2 and 16.12.2 [C 3-1-(g)-(5)]	University administrator of minority affairs program allowed S-A (men's basketball) to print copy of term paper on program's computer.	Eligibility restored.
B 14.01.4.2 and 16.12.2 [C 3-1-(g)-(5)]	University administrator of minority affairs program and head basketball coach cashed money orders for S-A (men's basketball) on several occasions.	Eligibility restored.
B 14.01.4.2 and 16.12.2 [C 3-1-(g)-(5)]	University administrator of minority affairs program provided local transportation to S-A (men's basketball) on three occasions.	Eligibility restored.
B 14.01.4.4 and 15.01.7 [C 3-1-(g)-(1)]	University administrator of minority affairs program paid for difference between single and double dormitory room for S-A (men's basketball). S-A had no knowledge of violation and repaid the difference.	Eligibility restored.
B 14.01.4.2, 16.12.2 and 16.12.2.3-(a) [C 3-1-(g)-(5) and 3-1-(g)-(5)-(ii)]	University administrator of minority affairs program provided S-A (men's basketball) local transportation on 10 occasions, three fast-food meals, use of a private health club on three occasions and small amounts of cash (total \$50) on several occasions. Same administrator also cashed money orders for S-A on a few occasions. Administrator gave short-term loans on two different occasions in order for S-A to purchase airline tickets home. S-A repaid loan.	Eligibility restored upon repayment of costs of meals and use of health club.
B 14.01.4.2, 16.12.2 and 16.12.2.3-(a) [C 3-1-(g)-(5) & 3-1-(g)-(5)-(ii)]	S-A (men's basketball) obtained emergency loan from minority affairs program authorized by administrator of program. Same administrator paid S-A's ACT financial aid application fee. S-A repaid loan and fee.	Eligibility restored.
B 14.01.4.2 and 16.12.2.3-(a) [C 3-1-(g)-(5)-(ii)]	S-A (men's basketball) obtained emergency loan from minority affairs program authorized by administrator of program. S-A repaid loan and fee.	Eligibility restored.
B 14.01.4.2 and 16.12.2.3-(a) [C 3-1-(g)-(5)-(ii)]	S-A (men's basketball) obtained emergency loan from minority affairs program authorized by administrator of program.	Eligibility restored upon repayment of loan.

B 14.01.4.2 and 16.12.2.3-(b) [C 3-1-(g)-(5)]	Coaching staff posted bail bond on S-A's (men's basketball) behalf. Bond was returned.	Eligibility restored.
B 14.6.4.1.2, 14.13.4.3 and 18.4.2.2-(a)-(2) [B 5-1-(j)-(9), 5-6-(b) and Case No. 347]	Nonqualifier transfer S-As (men's basketball) received aid during initial year in residence. S-As repaid aid.	Eligibility restored.
B 14.6.6 and 14.13.4.1 [B 5-1-(k)-(1) and 5-5-(b)]	Transfer SA (football) competed in two games prior to expiration of year in residence.	Eligibility restored after S-A withheld from next two regularly scheduled contests.
B 14.13.4.2 [B 5-1-(j)-(6) and 5-5-(b)]	SA (football) competed in 1986-87 season while ineligible; S-A failed to make satisfactory progress during previous academic year. S-A was not enrolled during 1987-88 year.	Eligibility restored after S-A withheld from competition in 1988-89 season.
B 14.3.1, 14.13.4.3 and 18.4.2.2-(a)-(1) [B 5-1-(j)-(1), 5-6-(b) and Case No. 347]	S-A (women's volleyball) competed in 1987-88 season as partial qualifier; institution erroneously believed S-A was a qualifier.	Eligibility restored after S-A withheld from competition in 1988-89 season.
B 14.6.6 and 14.13.4.1 [B 5-1-(k)-(1) and 5-5-(b)]	Transfer S-A (women's tennis) participated in one scrimmage while ineligible.	Eligibility restored. Season of competition used per B 14.2.4.1 [B 5-1-(d)-(1)].
B 12.5.1.2.1 [C 3-1-(e)]	Photograph of S-A (men's basketball) used in commercial advertisement in game program; S-A did not specifically approve such use.	Eligibility restored.
B 14.01.4.4 and 14.6.1 [B 5-1-(j)-(7) & C 3-1-(g)-(2)-(iii)]	Transfer S-A (women's golf) competed at away contest during year in residence; institution erroneously believed S-A met B 14.6.5.4.7 [B 5-1-(m)-(9)].	Eligibility restored upon repayment of cost of travel expenses. Season of competition used per B 14.2.4.1 [B 5-1-(d)-(1)].
B 14.6.4.1.2, 14.13.4.3 and 18.4.2.2-(a)-(2) [B 5-1-(j)-(9), 5-6-(b) and Case No. 347]	Transfer S-A (baseball) received aid and practiced as nonqualifier; institution erroneously believed S-A was qualifier, but later discovered ACT test was not taken on national testing date.	Eligibility restored for 1989-90 season upon repayment of aid received.
B 14.01.4.2 and 16.12.2.3-(b) [C 3-1-(g)-(5)-(iii)]	Assistant coach posted bail bond for S-A (football). S-A repaid bond.	Eligibility restored.
B 12.5.1.2.1 [C 3-1-(e)]	Photograph of S-A (men's basketball) appeared on basketball schedule card that contained commercial slogan; institution halted distribution of remaining schedule cards.	Eligibility restored.
B 14.1.5.2.2 and 14.13.4.1 [B 5-1-(c) and 5-5-(b)]	S-A (men's soccer) dropped below 12 credit hours; participated in two contests while ineligible.	Eligibility restored after S-A withheld from first two regularly scheduled contests of 1989-90 season.
B 14.3.1, 14.13.4.3 and 18.4.2.2-(a)-(1) [B 5-1-(j), 5-6-(b) and Case No. 347]	S-A (football) received aid as nonqualifier in 1987-88 academic year; institution erroneously believed S-A was partial qualifier.	Eligibility restored for 1988-89 season upon repayment of aid received.
B 14.6.4.1.2, 14.13.4.3 and 18.4.2.2-(a)-(1) [B 5-1-(j)-(2), 5-6-(b) and Case No. 347]	Two S-As (football), qualifier and nonqualifier, participated in physical education course that constituted practice.	Eligibility restored for 1988-89 season.
B 12.5.1.2.1 [C 3-1-(e)]	S-A (women's cross country and track and field) modeled for catalog; S-A was not compensated.	Eligibility restored upon being withheld from first competition of track and field season.
B 12.4.2.2 [C 3-1-(f)-(2)]	S-A (men's swimming) gave several lessons on fee-for-lesson basis; university and conference withheld S-A from several competitions.	Eligibility restored upon repayment of money earned.

# Bylaw 14.3 [formerly Bylaw 5-1-(j)] Exceptions

Following is a report of actions taken by the NCAA Council Subcommittee on Initial-Eligibility Exceptions. This report includes all actions taken since the last summary was published. It appeared in the November 21, 1988, issue of The NCAA News.

## a. The subcommittee considered the following core-course waiver requests and:

- Approved the application of a recruited student-athlete who presented a total of 14.5 core-course credits with a 1.900 grade-point average and an ACT score of 17. The student-athlete suffers from a learning disability that transposes numbers. The subcommittee's approval of the student-athlete's application was effective upon completion of the 1988-89 academic year.

- Denied the application of a recruited student-athlete who presented a total of 11 core-course credits with a grade-point average of 1.770 and a nonstandard ACT score of 17. The student-athlete suffers from an auditory learning disability.

- Approved the application of a nonrecruited student-athlete who presented a GED of 64. She did not graduate from high school. She took the GED before one year had elapsed from the date her class graduated (1985). The student-athlete also presented an SAT score of 970.

## b. The subcommittee considered the following diploma waiver request and:

- Approved the application of a recruited student-athlete who presented credentials from the Netherlands and an SAT score of 700. The student-athlete did not present the usual high school certificates. Her appeal included a letter testifying to the equivalence of her credentials. The subcommittee's approval of the student-athlete's application was based upon the recommendation of the Academic Requirements Committee.

## c. The subcommittee considered the following test-score waiver requests and:

- Approved the application of a recruited student-athlete who presented a total of 15.5 core-course credits with a 2.830 grade-point average and a residual SAT score of 700. The student-athlete was unaware of the standardized test-score component of Bylaw 14.3 prior to the end of August 1988. The SAT (November 1987) was not taken at the direction of the applicant member institution.

- Approved the application of a recruited student-athlete who presented a total of 11 core-course credits with a 3.050 grade-point average and an ACT score of 14. The student-athlete was first contacted in May 1988 and his test score was discovered too late to register for the June examination. The subcommittee's approval of the student-athlete's application was contingent upon his successful completion of the ACT or SAT examination on a national testing date.

- Approved the application of a recruited student-athlete who presented a Swedish avgångsbetyg with an excellent grade-point average and no test score. The subcommittee's approval of the application was contingent upon the student-athlete's successful completion of the ACT or SAT on a national testing date.

- Approved the application of a recruited student-athlete who presented a Greek diploma with an acceptable grade-point average and no test score. The subcommittee's approval of the student-athlete's application was contingent upon his successful completion of the ACT or SAT on a national testing date.

- Approved the application of a student-athlete who presented a total of 16.5 core-course credits with a 3.500 grade-point average and a residual ACT score of 24. The applicant was unaware of the standardized test-score component of Bylaw 14.3 prior to August 1, 1988. The ACT was taken at a neutral site.

- Approved the application of a recruited student-athlete who presented a total of 12.5 core-course credits, with a 2.950 grade-point average and an SAT score of 690. The student-athlete's counselor had looked at the Division II initial-eligibility requirements; further, there is some evidence of a learning disability. The subcommittee's approval of the student-athlete's application was contingent upon his qualification for and successful completion of the ACT or SAT under conditions designed to compensate for his learning disability.

- Approved the application of a recruited student-athlete who presented 13 core-course credits with a grade-point

average of 3.460 and an SAT score of 690. The subcommittee recommended that the notification of approval to the member institution refer to the subcommittee's dissatisfaction in regard to the member institution's dissemination of information concerning Bylaw 14.3.

- Denied the application of a recruited student-athlete who presented a total of 15.5 core-course credits with a 3.040 grade-point average, an ACT score of 13 and an SAT score of 640. In the denial of her waiver application, the subcommittee noted that the student-athlete presented two low test scores.

- Approved the application of a recruited student-athlete who presented the Bachiller de Ciencias from Ecuador and no test scores. The student-athlete was not recruited until after the last national testing date. The subcommittee's approval of the student-athlete's application was based upon his successful completion of the ACT or SAT on a national testing date.

- Approved the application of a re-

cruited student-athlete who presented a total of 15 core-course credits with a grade-point average of 3.090 and a residual ACT score of 24. The ACT was taken at the applicant institution. The student-athlete was not recruited until after the last national testing date. Further, her Minnesota College Testing Program test score placed her in the upper third of a college freshman class.

- Denied the application of a recruited student-athlete who presented a total of 13 core-course credits with a grade-point average of 2.410, an SAT score of 610 and an ACT score of 17 (taken after enrollment). The student-athlete was misadvised and registered for the ACH instead of the ACT. In the denial of his waiver application, the subcommittee noted that the student-athlete presented a low grade-point average and low test scores.

- Approved the application of a recruited student-athlete who presented a total of 13.5 core-course credits with a grade-point average of 3.000 and an SAT

score of 680. The student requested approval to retake the SAT in a nonstandard setting to compensate for his learning disability. His high school had denied this opportunity. The subcommittee's approval of the student-athlete's application was contingent upon his qualification for and successful completion of the ACT or SAT under conditions designed to compensate for his learning disability.

- Approved the application of a nonrecruited student-athlete who presented a diploma from a Greek lyceum and no test scores. The subcommittee's approval of the student-athlete's application was contingent upon his successful completion of the ACT or SAT on a national testing date.

- Denied the application of a recruited student-athlete who presented a total of 11.5 core-course credits with a 2.347 grade-point average and an ACT score of 14. She requested an opportunity to take a nonstandard examination. In the denial of her waiver application, the subcommittee noted that the student-athlete pres-

ented a low grade-point average, a low test score and late efforts to arrange for the nonstandard test.

- Approved the application of a recruited student-athlete who presented acceptable credentials from Colombia and a residual ACT score of 22. He is a junior college transfer student. The subcommittee's approval of the student-athlete's application was based on the fact that his initial high school graduation (December 1985) predated the Bylaw 14.3 test-score requirement.

- Denied the application of a recruited student-athlete who presented a total of 11 core-course credits with a 2.000 grade-point average and an ACT score of 28 (nonstandard). The student-athlete was given a nonstandard examination after the July 1 test deadline. The subcommittee noted the student-athlete's marginal academic record.

- Denied the application of a nonrecruited student-athlete who presented a

See Bylaw, page 20



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# Bylaw

*Continued from page 19*

total of 12 core-course credits with a 2.670 grade-point average and an SAT score of 640. The student-athlete transferred from a junior college. She is a Vietnamese "boatperson." The subcommittee noted that the student-athlete has been in this country since she was 13.

- Approved the application of a nonrecruited student-athlete who presented a total of 11 core-course credits with a 3.180 grade-point average and no test scores. The student-athlete attended a small, private high school that did not sponsor her sport. The subcommittee's approval of the application was contingent upon her successful completion of the ACT or SAT on a national testing date.

- Approved the application of a nonrecruited student-athlete who presented an avgangsbetyg with acceptable grades and an SAT score of 720. The SAT was taken in November 1987, after the student-athlete's original enrollment.

- Approved the application of a nonrecruited student-athlete who presented an acceptable Japanese secondary school diploma and no test scores. The subcommittee's approval of the application was contingent upon the successful completion of the ACT or SAT on a national testing date.

- Approved the application of a recruited student-athlete who presented a distinguished set of Netherlands credentials and a residual SAT score of 980. The SAT was taken at a neutral site. The subcommittee's approval of the application was contingent upon her successful completion of the ACT or SAT on a national testing date.

- Denied the application of a recruited student-athlete who presented a total of 15 core-course credits with a grade-point average of 3.390 and an ACT score of 13. The subcommittee noted the low level of the student-athlete's prior test scores.

- Approved the application of a nonrecruited student-athlete who presented a total of 12.5 core-course credits with a grade-point average of 3.720 and a residual ACT score of 26. The student-athlete is a junior college transfer and his test was taken to satisfy the junior college entrance requirement.

- Approved the application of a nonrecruited student-athlete who presented a total of 13 core-course credits with a grade-point average of 3.090 and no test scores. The student-athlete also presented a PSAT score of 890. The subcommittee's approval of the application was contingent upon the student-athlete's successful completion of the ACT or SAT on a national testing date.

- Approved the application of a recruited student-athlete who presented an Australian Capital Territory Year 12 Certificate and no test scores. The subcommittee's approval of the student-athlete's application was contingent upon her successful completion of the ACT or SAT on a national testing date.

- Approved the application of a nonrecruited student-athlete who presented an Ontario Secondary School Diploma and a residual ACT score of 16. Canadian students are not required to take the ACT for admission to a university. Further, the residual examination was not taken at the applicant university. The subcommittee's approval of the student-athlete's application was contingent upon his successful completion of the ACT or SAT on a national testing date.

- Denied the application of a recruited student-athlete who presented a total of 17.5 core-course credits with a grade-point average of 3.080 and an SAT score of 640. The student-athlete was not recruited until after the last national testing date. In the denial of the student-athlete's application, the subcommittee noted the institution's responsibility in regard to its dissemination of information concerning Bylaw 14.3.

- Denied the application of a recruited student-athlete who presented a total of 13 core-course credits with a grade-point average of 3.500 and an ACT score of 13.

- Denied the application of a recruited student-athlete who presented a total of 18 core-course credits with a grade-point average of 2.180, an SAT score of 520, and residual ACT scores of 11 and 13. The student-athlete was raised in an abusive home. In the denial of her waiver application, the subcommittee noted that the student-athlete presented a low grade-point average and three low test scores.

- Denied the application of a recruited student-athlete who presented a total of 16 core-course credits with a grade-point average of 3.050 and an SAT score of 670. Bureaucratic confusion between the uni-

versity and the student-athlete prevented earlier identification of the problem. In the denial of his application, the subcommittee noted the institution's responsibility in regard to its dissemination of information concerning Bylaw 14.3.

- Denied the application of a nonrecruited student-athlete who presented a total of 15 core-course credits with a grade-point average of 3.000 and an SAT score of 630. The student-athlete was recruited for a minority admissions program that did not require test scores and was unrelated to athletics.

- Denied the application of a nonrecruited student-athlete who presented a total of 15 core-course credits with a grade-point average of 2.810 and an SAT score of 630. The student-athlete's high school does not sponsor gymnastics, nor does it have a procedure for informing students such as the applicant, who performed outside the institution, of the Bylaw 14.3 requirements. The subcommittee noted that the student-athlete presented low SAT and PSAT scores.

- Approved the application of a re-

cruited student-athlete who presented acceptable Belgian secondary credentials. She achieved a score of 16 during an arranged administration of the ACT at a neutral site. The subcommittee's approval of the student-athlete's application was contingent upon her successful completion of the ACT or SAT examination on a national testing date.

- Denied the application of a nonrecruited student-athlete who presented a total of 11 core-course credits with a grade-point average of 2.720 and a Washington Pre-College Test score of 66 (approximately 600 on the SAT).

- Denied the application of a nonrecruited student-athlete who presented a total of 17.5 core-course credits with a 3.000 grade-point average and an SAT score of 610. She was accepted through a minority admissions program that did not require test scores and was unrelated to athletics. The subcommittee noted that the student-athlete presented two low SAT scores and low achievement scores as well.

- Denied the application of a nonre-

cruited student-athlete who presented a total of 13 core-course credits with a 2.950 grade-point average and an SAT score of 670. She also presented a Washington Pre-College Test score that approximated 690 on the SAT. The subcommittee noted that the student-athlete presented two low test scores.

- Denied the application of a nonrecruited student-athlete who presented a total of 14.5 core-course credits with a 3.170 grade-point average and an ACT score of 13. The student-athlete was uninformed about the test-score requirements. The subcommittee noted the low nature of the test score.

- Denied the application of a recruited student-athlete who presented a total of 11 core-course credits with a grade-point average of 2.545 and a residual ACT score of 15. The student-athlete took the ACT test October 22 (a national testing date). The subcommittee noted her previous ACT scores of 11 and 13.

- Denied the application of a nonrecruited student-athlete who presented a total of 12 core-course credits with a

grade-point average of 2.100 and an SAT score of 620.

- Approved the application of a recruited student-athlete who presented a total of 16 core-course credits with a grade-point average of 3.000 and an SAT score of 670. His coach mistakenly believed that 660 was acceptable; therefore, the student-athlete did not take another test after this result. The subcommittee's approval of this student-athlete's application was contingent upon his successful completion of the ACT or SAT examination on a national testing date. The subcommittee also noted the new application of Bylaw 14.3 in Division II, and that the applicant member institution has athletics programs in Divisions I and II.

- Approved the application of a recruited student-athlete who will complete her Grade 12 Certificate in December. Her secondary record was very good. The student-athlete wishes to enter the university in the spring of 1989 and the student-athlete took the ACT in November 1988.

*See Bylaw, page 21*

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# Bylaw

Continued from page 20

The subcommittee's approval of this student-athlete's application was contingent upon her successful completion of the November ACT.

- Approved the application of a recruited student-athlete who presented a total of six passes on the South African Senior Certificate, but no ACT or SAT scores. The subcommittee's approval of this student-athlete's application was contingent upon his successful completion of the ACT or SAT examination on a national testing date.

- Approved the application of a nonrecruited student-athlete who presented a total of 12 core-course credits with a grade-point average of 2.450 and a non-standard SAT score of 950. The subcommittee's approval of this student-athlete's application was contingent upon his successful completion of the ACT or SAT examination on a national testing date.

- Approved the application of a nonrecruited student-athlete who presented a total of 14.5 core-course credits with a grade-point average of 2.110 and a residual ACT score of 18 taken at a neutral site in November of 1986. The subcommittee's approval of this student-athlete's application was contingent upon his successful completion of the ACT or SAT examination on a national testing date.

- Approved the application of a nonrecruited student-athlete who presented a total of 14 core-course credits with a grade-point average of approximately 2.100 and an SAT score of 670. The student-athlete has a learning disability; he has never taken the nonstandard SAT. The applicant college is a Division II member institution where the application of Bylaw 14.3 is new. The subcommittee's approval of this student-athlete's application was contingent upon his qualifying for and successfully completing a non-standard administration of the ACT or SAT examination.

- Approved the application of a recruited student-athlete who presented acceptable credentials from British Columbia. The student-athlete sat for the ACT, pursuant to junior college entrance requirements, after he had entered a junior college.

- Approved the application of a recruited student-athlete who presented an Ethiopian Leaving Certificate and registered for the SAT during the fall of 1988. The subcommittee's approval of this student-athlete's application was contingent upon his successful completion of the SAT examination. As a transfer student, the subcommittee noted that the student-athlete still must meet the provisions of Bylaw 14.3.

- Approved the application of a nonrecruited student-athlete who presented a total of 11 core-course credits with a grade-point average of 3.360 and a Washington Pre-College Test score of 93, equivalent to approximately 800 on the SAT. The subcommittee noted that the staff may handle cases involving the Washington Pre-College Test and report them in subsequent logs.

- Approved the application of a recruited student-athlete who presented a total of 13 core-course credits with a grade-point average of 3.360. The student-athlete also presented a PSAT of 37 (verbal) and 38 (math). The student was notified of the initial-eligibility requirements after the last national testing date. The subcommittee's approval of this student's application was contingent upon her successful completion of the ACT or SAT examination on a national testing date. The subcommittee noted its dissatisfaction in regard to the member institution's dissemination of information concerning Bylaw 14.3.

- Approved the application of a recruited student-athlete who presented six semesters of Zairian high school. The university has been unable to obtain the documents regarding the student's seventh and eighth high school semesters. Further, the university has not provided conclusive evidence of high school graduation. Additionally, the student did not take the SAT or ACT examination. The university has requested that a year of eligibility be restored to the student-athlete. The subcommittee's approval of this student-athlete's application was contingent upon: 1) his successful completion of the ACT or SAT examination on a national testing date; and 2) the submission of evidence from the university confirming the institution's inability to obtain documents regarding the student-athlete's seventh and eighth high school semesters, or the submission of his seventh and eighth semester transcripts with favorable academic content.

demographic content.

- Approved the application of a recruited student-athlete who presented acceptable "O" level exams from Ireland. He took the SAT November 12 and requested a waiver of the July 1 deadline. The subcommittee's approval of this student-athlete's application was contingent upon his successful completion of the SAT examination on a national testing date.

- Denied the application of a recruited student-athlete who presented a total of 13 core-course credits with a grade-point average of 3.040 and an SAT score of 690. In the denial of his application, the subcommittee noted that the student-athlete had recorded several low test scores.

- Denied the application of a nonrecruited student-athlete who presented a total of 13 core-course credits with a grade-point average of 3.000 and an ACT score of 10. The student-athlete qualified under NAIA guidelines. The university is a dual member of NAIA and NCAA. In its denial of her application, the subcommittee noted the low level of the student-athlete's test score.

- Approved the application of a nonrecruited student-athlete who presented a total of 11 core-course credits with a grade-point average of 3.300 and no ACT or SAT scores. The student-athlete had a PSAT of 48 (verbal) and 53 (math). The subcommittee's approval of the student-athlete's application was contingent upon his successful completion of the ACT or SAT examination on a national testing date.

- Approved the application of a nonrecruited student-athlete who presented a total of 16.5 core-course credits with a grade-point average of 4.000 and a residual ACT score of 22 taken at a neutral site in November of 1987. The subcommittee's approval of this student-athlete's application was contingent upon his successful completion of the ACT or SAT examination on a national testing date.

**d. The following waiver applications were approved based upon strong academic credentials and precedence:**

- A recruited student-athlete presented a total of 14 core-course credits with a grade-point average of 2.920 and an ACT score of 22. The student-athlete was lacking one-half core credit in social science.

ing one-half core credit in social science.

- A nonrecruited student-athlete presented a total of 10.5 core-course credits with a grade-point average of 3.360 and an ACT score of 16. The student-athlete lacked one-half unit in social science and was unaware of the core-course requirements of Bylaw 14.3 prior to enrollment.

- A nonrecruited student-athlete presented a total of 13 core-course credits with a grade-point average of 2.460 and an SAT score of 840. The student-athlete lacked one-half core-course credit in natural science and was unaware of the core-course requirements of Bylaw 14.3 prior to enrollment.

- A recruited student-athlete presented 11 core-course credits with a grade-point average of 3.200 and an ACT score of 15. The student-athlete completed a science core course at a community college. Her high school refused to post the course on her high school transcript because of her vocational program of studies.

- A nonrecruited student-athlete presented a total of 11 core-course credits with a grade-point average of 3.000 and a Washington Pre-College State Test score

of 103, which approximates an SAT score of 890. She first learned of the test-score component of Bylaw 14.3 following the last opportunity to register for the ACT or SAT.

- A nonrecruited student-athlete presented a total of 11 core-course credits with a grade-point average of 3.860 and a Washington Pre-College Test score of 93, which approximates an SAT score of 850. She first learned of the test-score component of Bylaw 14.3 following her initial collegiate enrollment.

- A nonrecruited student-athlete presented a total of 10.5 core-course credits with a grade-point average of 3.230 and an ACT score of 26. He lacked one-half core credit in social science and was unaware of the core-course component of Bylaw 14.3 prior to enrollment.

- A nonrecruited student-athlete presented a total of 10.5 core-course credits with a grade-point average of 2.570 and an SAT score of 870. He lacked one-half core credit in natural science and was unaware of the core-course component of Bylaw 14.3 prior to his initial enrollment.

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# Oklahoma regents adopt stricter guidelines for athletes

Oklahoma's board of regents adopted a proposal February 10 that any student-athlete charged with a crime be prohibited from participating in sports at the school while the charges are pending.

That was one of a series of recommendations David Swank, the university's interim president, made in light of two incidents that recently occurred at the university. The university's board of regents later adopted all of the recommendations.

Swank told the regents the university should be proud of its athletics teams.

"However, recent events involving a few individuals in the football program have caused a great deal of concern among our faculty, staff, students, alumni and friends, not only about the football program but the entire athletics program," Swank said.

"Much of the criticism about the other sports is unjustified; but be-

cause of the concern expressed by many individuals, it is an appropriate time to make significant changes that will address not only the recent problems, but also issues faced by our athletics programs and other athletics programs across the nation."

In the past month, one football player has been accused of shooting and wounding a teammate in an argument in an athletics dormitory and police are investigating an al-

leged gang rape at an athletics dormitory, the Associated Press reported.

In addition to his recommendation of not allowing student-athletes to participate in sports if they have charges pending against them, Swank also recommended that the drug-testing program for student-athletes "be reexamined and necessary changes for improving and strengthening the program" be made by the athletics director within 30 days.

Other recommendations called for written procedures for disciplining student-athletes "for conduct both on and off the athletics field" and a code of conduct for student-athletes, including a dress code while traveling to an athletics contest or "participating (in) any event in which the student-athlete represents the University of Oklahoma."

He also called for an academic plan for the athletics department to ensure that academic standards of the university "are maintained by all athletics department personnel and all student-athletes."

In addition, he said, an individual academic plan for each student-athlete entering the university should be developed.

He also called for academic counseling of student-athletes and the monitoring of their grade performance.

Other recommendations dealt with compliance with Big Eight and NCAA rules and with dormitory security regulations.

Swank recommended that a community-service officer employed by the university's public safety office be on duty at the athletics dorm from 10 p.m. to 5 a.m. daily.

## Former NCAA stars named to hall of fame

Two outstanding guards who played and coached against each other, K.C. Jones of the Boston Celtics and Lenny Wilkens of the Cleveland Cavaliers, have been elected to the Basketball Hall of Fame.

Also to be enshrined May 9 is William "Pop" Gates, 71, who played with the New York Renaissance and other teams during the game's barnstorming years in the 1930s and 1940s.

"I'm very honored," said Wilkens.

Wilkens, a stand-out at Providence College, had a 15-year professional career with St. Louis, Seattle, Portland and Cleveland. Before going to Cleveland two seasons ago, he coached at Portland and Seattle, where his 1979 team won the NBA championship.

"It's a very pleasant surprise," said Jones. "I was happy just to have been nominated."

"This is the sort of thing that happens to superstars, all-stars and scorers, and not people who can't shoot," Jones said. "At the University of San Francisco (where he and Bill Russell won two NCAA championships) and in the pros, my contribution was my brain, not my scoring ability. I just did the blue-collar type things."

In the 1955 NCAA championship, Jones held La Salle scoring ace Tom Gola, who was elected to the Hall of Fame in 1975, without a point for 21 minutes, while edging Russell for game scoring honors with 24 points.

"K.C. had a real commitment and was very effective in ways that

aren't always as apparent," Wilkens said. "He was more interested in good defense and making the team look good than in scoring a lot of points. When he played you on defense, it was like wearing a glove."

Following his retirement as a player, Jones coached the Celtics to

the 1984 and 1986 NBA championships. He stepped down as Celtics coach last season.

A total of 165 individual players, coaches and contributors have been installed in the Basketball Hall of Fame. Four teams also are enshrined.

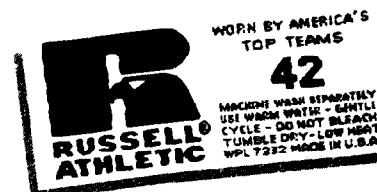
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## Two conferences organize 11-team football league

A football league formed by the Heartland Collegiate Conference of Ohio and Indiana and Michigan's Great Lakes Intercollegiate Athletic Conference will begin play in the fall of 1990, it was announced February 8.

The new Midwest Intercollegiate Football Conference will be for that sport only. The GLIAC will continue for other sports. The Heartland Conference is a football-only league.

The 11-team league will consist of GLIAC members Ferris State University, Grand Valley State University, Northern Michigan University, Saginaw Valley State University, Wayne State University (Michigan) and Hillsdale College, as well as Heartland teams Ashland College, Butler University, St. Joseph's College (Indiana) and Valparaiso University.

Dean Davenport of Ferris State will be the league's first president. He and the other top officers, Bill Sylvester of Butler and George MacDonald of Grand Valley State, will rotate jobs each year.

Schools will be limited to 35 grants-in-aid rather than the NCAA limit of 40 for Division II.

# Miller earns spurs as resourceful athletics administrator

Folks at Louisiana Tech University had two "inaugurations" to talk about last January 20. Not only did George H. W. Bush become President of the United States, but Louisiana Tech's Paul A. Miller was notified that he would become director of a Division I-A athletics program September 1.

Like Bush, Miller had spent a few years in familiar surroundings. He arrived on the Ruston, Louisiana, campus in July 1986. Bush, however, changed jobs January 20. Miller did not. He simply finished a project that began the day after he became AD at Louisiana Tech.

"I got here July 16, 1986," Miller recalled. "The next morning, I was in a meeting where I learned that we had 10 days to make a decision on whether we were going to seek Division I-A status."

"We had only that much time to notify the Southland Conference of our intentions," he explained. "If we were to seek I-A status in football, we would have to withdraw from the Southland (whose members sponsor Division I-AA football programs)."

Deciding to "go for it" meant a return to a "fund-raising mode" for Miller, who made a name for himself, as well as some enemies, as chief athletics fund-raiser at West Virginia University, his alma mater, and later at the University of Missouri, Columbia. "You better not expect to become popular in jobs like that," he said.

At both West Virginia and Missouri, Miller initiated fund-raising programs that tied seat locations for football and basketball directly to the amounts of money individuals and businesses donated to WVU's Mountaineer Scholarship Fund and Missouri's Athletics Scholarships Associates. On both campuses, long-time contributors were surprised and some quite upset when they were moved from near the 50-yard line or half-court toward the end of the playing field or court in question to accommodate more generous donors.

Fact is, however, that implementation of this approach made a big difference at both schools.

## Bills would make illegal recruiting a crime in Texas

Bills were filed in the Texas Legislature February 8 to make it a criminal offense for a college recruiter to offer illegal inducements to an athlete and for the athlete to accept the offer.

One of the bill's sponsors, Rep. Pete Laney, D-Hale Center, said it was "purely coincidental" that the legislation was filed on the first day that high school football recruits could begin accepting scholarship offers from colleges and universities.

Laney said the bill is aimed at cleaning up recruiting in the Southwest Athletic Conference.

The bill, filed in the House and Senate, would make it a third-degree felony for a recruiter to make an illegal offer. It would be a class A misdemeanor if the athlete accepted the inducement.

Laney said he does not believe the legislation will interfere with the NCAA's enforcement powers.

"I'm not concerned about what the NCAA thinks as long as it doesn't cause a problem with their concept," he told United Press International. "I'm not trying to meddle in the NCAA's business. I'm just trying to do something to help the state of Texas."



Paul A. Miller

In Morgantown, West Virginia, for example, the court on which Miller played with Jerry West and "Hot Rod" Hundley on the "glory" basketball teams coached by retiring WVU AD Fred A. Schaus in the 1950s had given way to a new court inside a much larger building with many more seats to fill—just like

the football field Sam Huff played on gave way in 1980 to a new Mountaineer Field with thousands more seats.

Before moving to Missouri in 1982, Miller increased donations in WVU's Mountaineer Scholarship Fund by more than \$1 million annually. He also organized a one-evening event that raised \$1 million for Mountaineer athletics.

In Columbia, Miller added more than 800 names to the membership roster of Missouri's Athletics Scholarships Associates. He also secured private funds to put new artificial turf on Faurot Field and add a VIP lounge in the stadium's pressbox.

He got results—even if he had to anger some fans and alumni to do it.

"Those jobs made you realize that you could work through adverse times," Miller noted. One could

argue that they provided useful training for the work he had to do in moving Louisiana Tech toward Division I-A.

"We had several areas that had to be dealt with immediately," he offered. "First, we had to prepare a I-A (football) schedule. We were able to do that by landing eight I-A teams (in 1988) in what was certainly the most difficult schedule this program has ever faced."

"Also, I felt it was imperative that we get our stadium capacity over 30,000 to show that our commitment and resolve to move up to Division I-A was firm. We did this by raising over a half-million dollars to expand by slightly more than 8,000 seats."

"And finally, we had to work on ticket sales...getting our paid attendance for 1988 up to more than 18,000."

With schedule in place, stadium

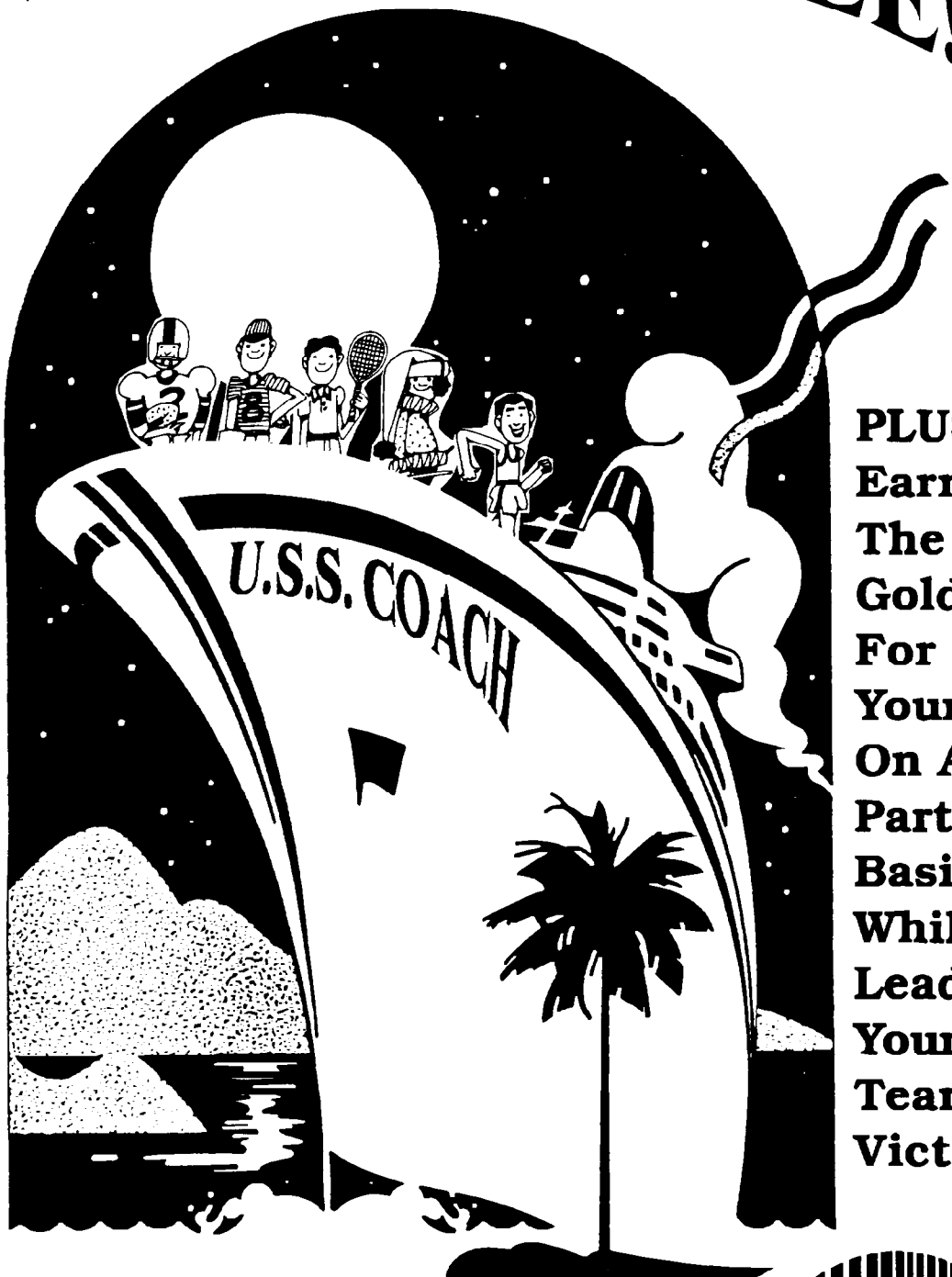
expanded and ticket sales boosted, Miller and other Louisiana Tech administrators got their paper work in order and made formal application to the Association's national office for reclassification. The same morning that Bush took the oath of office and started a new administration, Miller opened the morning mail and started a new era in Louisiana Tech athletics.

"It was a big moment for our university," he said. "It is just great. So many people have worked long and hard to achieve this, and so many people have to be thanked for their efforts."

"What this means is...it puts our total athletics program into a showcase," he added. "And financially, it will probably be the lifesaver of athletics. It is coming to the point where athletics has to carry its own load."

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Keith E. Martin

**Agent Registration**

Stephen A. Mallon

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Football—Jim Van Valkenburg  
Men's Basketball—Jim Van Valkenburg  
Women's Basketball—Richard M. Campbell

**Baseball**

Div. I—Dennis L. Poppe  
Media—James F. Wright  
Div. II—Karl D. Benson  
Div. III—Philip A. Buttafuoco  
Publications—Theodore A. Breidenthal

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Cynthia M. Van Matre

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John H. Leavens

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Lydia L. Sanchez

Honors Luncheon—David F. Cawood

Legislation—William B. Hunt

Media—James A. Marchiony

Publications—Ted C. Tow

Registration—Patricia E. Bork

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**Fencing, Men's and Women's**

Nancy J. Latimore  
Publications—Michael V. Earle

**Field Hockey**

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Publications—Michelle A. Pond

**Films/Videotapes**

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**Final Four Foundation**

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**Football**

Div. I-AA—Dennis L. Poppe

Media—Alfred B. White

Div. II—Patrick L. Chester

Div. III—Karl D. Benson  
Publications—Michael V. Earle

**Foreign Student Records**

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Publications—Cheryl A. McElroy

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Publications—Michelle A. Pond

**Gymnastics, Women's**

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Div. III—Philip A. Buttafuoco

Publications—Theodore A. Breidenthal

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Conferences—Suzanne E. Mason

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**Interpretations**

William B. Hunt

Richard J. Evard

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Daniel B. DiEdwardo

Media—James A. Marchiony

Publications—Michelle A. Pond

**Lacrosse, Women's**

Philip A. Buttafuoco

Publications—Michelle A. Pond

**Legislation**

William B. Hunt

Daniel T. Dutcher

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**Media Inquiries**

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**Membership**

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**Merchandising**

Alfred B. White

**Metrics**

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**Minority Enhancement Program**

Stanley D. Johnson

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Editorial—Thomas A. Wilson

Timothy J. Lilley

Jack L. Copeland

Subscriptions—Maxine R. Alejos

**NYSF**

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Publications—Wallace I. Renfro

**Skating, Men's and Women's**

Donna J. Noonan

Publications—Wallace I. Renfro

**Soccer, Men's**

Donna J. Noonan

Publications—Cheryl A. McElroy

**Soccer, Women's**

Philip A. Buttafuoco

Publications—Cheryl A. McElroy

**Softball**

Lacy Lee Baker

Publications—Cheryl A. McElroy

**Speakers Bureau**

John T. Waters

**Sports Safety, Medicine**

Randy W. Dick

Frank D. Uryasz

**Statistics**

Football Rankings—James F. Wright

Gary K. Johnson

Steve Boda

Basketball Rankings, Men's—

Gary K. Johnson

Basketball Rankings, Women's—

James F. Wright

Baseball Rankings—James F. Wright

Softball Rankings—Gary K. Johnson

**Football Research, Records—**

Steve Boda

**Basketball Research, Records,**

Men's—Gary K. Johnson

**Basketball Research, Records,**

Women's—Richard M. Campbell

**Baseball Research, Records—**

James F. Wright

**Football Notes, Press Kits—**

James M. Van Valkenburg

**Basketball Notes, Press Kits, Men's—**

James M. Van Valkenburg

**Basketball Notes, Press Kits,**

Women's—Richard M. Campbell

Computer—James F. Wright

**Steering Committees**

Div. I—Ted C. Tow

Div. II—Stephen R. Morgan

Div. III—Nancy L. Mitchell

**Summer Basketball Leagues**

Richard C. Perko

**Swimming, Men's**

Div. I—Lacy Lee Baker

Div. II—Patrick L. Chester

Div. III—Patrick L. Chester

Publications—Cheryl A. McElroy

**Swimming, Women's**

Div. I—Lacy Lee Baker

Div. II—Patrick L. Chester

Div. III—Patrick L. Chester

Publications—Cheryl A. McElroy

**Television**

Football—David E. Cawood

Championships—James A. Marchiony

Basketball—Thomas W. Jernstedt

**Tennis, Men's**

Karl D. Benson

Publications—Michael V. Earle

**Tennis, Women's**

Nancy J. Latimore

Publications—Michael V. Earle

**Title IX**

David E. Cawood

Merrily Dean Baker

**Track and Field, Men's and Women's**

Div. I—Karl D. Benson

Media—Cynthia M. Van Matre

Div. II—Donna J. Noonan

Div. III—Patrick L. Chester

Publications—Michael V. Earle

**Transportation Programs**

Frank E. Marshall

**Volleyball, Men's**

Patrick L. Chester

Publications—Cheryl A. McElroy

**Volleyball, Women's**

Div. I—Nancy J. Latimore

Media—Cynthia M. Van Matre

Div. II—Lacy Lee Baker

Div. III—Lacy Lee Baker

Publications—Cheryl A. McElroy

**Walter Byers Scholars**

Ursula R. Walsh

**Water Polo, Men's**

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Publications—Theodore A. Breidenthal

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**Wrestling**

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Publications—Michael V. Earle

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# NCAA Staff Directory

P.O. Box 1906 • Mission, Kansas 66201 • 913/384-3220

**Basketball, Men's**

Div. I—Thomas W. Jernstedt  
Media—David E. Cawood  
Finances—Louis J. Spry  
Div. II—Dennis L. Poppe  
Media—Richard M. Campbell  
Div. III—Patrick L. Chester  
Publications—Michelle A. Pond  
Summer Leagues—Richard C. Perko

**Basketball, Women's**

Div. I—Patricia E. Bork  
Media—Cynthia M. Van Matre  
Div. II—Donna J. Noonan  
Div. III—Nancy J. Latimore  
Publications—Michelle A. Pond  
Summer Leagues—Richard C. Perko

**Bowl Games**

Robert J. Minnix

**Certification of Compliance**

John H. Leavens

**Championships Accounting**

Louis J. Spry

Frank E. Marshall

Keith E. Martin

Donna L. Wells

**Championships Committees**

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Div. II—Dennis L. Poppe

Div. III—Patricia E. Bork

**Classification**

Shirley Whitacre

**Corporate Sponsors**

David E. Cawood

**Council**

Ted C. Tow

**Cross Country, Men's and Women's**

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Div. II—Donna J. Noonan

Div. III—Patrick L. Chester

Publications—Michael V. Earle

**Current Issues Forums**

John H. Leavens

**Data Processing**

Ursula R. Walsh

Kelly G. Conway

**Deregulation/Rules Simplification**

Nancy L. Mitchell

**Dialcom Inc.**

Ursula R. Walsh

## The Market

### Continued from page 24

Salary commensurate with qualifications and experience. Send letter of application, resume and three letters of reference by March 10, 1989, to: Mrs. Jan Mirnyard, UNCG Human Resources, 1000 Spring Garden St., Greensboro, NC 27412-5001. The University of North Carolina at Greensboro is an Equal Opportunity, Affirmative Action, Title IX, 504 Employer.

### Recruiting

**Coordinator of Recruiting and Computer Services.** Function: Computer programming, computer analysis of games; recruiting; schedule recruiting visits. Responsibilities: Assists in player/prospect evaluations; coordinates filming of practice and games; operates computer analysis of games. Assists in all phases of recruiting of student athletes. Requirements: Bachelor's degree minimum; Master's degree preferred. Understanding of NCAA rules & regulations. Active knowledge of Division I-A Football; experience with personal computer (experience with tendency analysis software); experience with recruiting of student athletes. Salary: Commensurate with experience. Applications accepted through March 17, 1989, or until position is filled. Address Application to: Rocky Feller, Head Football Coach, Mississippi State University, P.O. Drawer 5327, Mississippi State, MS 39762. Mississippi State University is an Affirmative Action/Equal Employment Opportunity Employer.

### Sports Information

**Sports Information Director.** Salisbury State University seeks to fill an 11-month contractual vacancy in the Public Relations Department. The successful applicant is expected to be involved with all aspects of information regarding an NCAA Division III, 18-sports roster intercollegiate program. A bachelor's degree in a field related to this position is required, as is two years' experience in mass media communications. Salary is \$14,000-\$16,000. Send a letter of application and current vitae to: Mr. Gains B. Hawkins, Director, Public Relations Department, Salisbury State University, Salisbury, MD 21801, by March 15, 1989. Salisbury State University is an Affirmative Action/Equal Opportunity Employer. Qualified women, minorities and the disabled are encouraged to apply.

### Basketball

**Head Women's Basketball Coach.** Georgia State University, in Atlanta, is searching for a Head Women's Basketball Coach. This is a full-time appointment. Required: Bachelor's degree; demonstrated successful coaching experience in basketball at the secondary and/or college level; college level experience preferred; commensurate to the academic success of the student-athletes; excellent communication and leadership skills. Salary: \$23,000-\$32,000. Application: Screening of applications will begin on February 24, 1989, and continue until position is filled. Send letter, resume and the names, addresses and phone numbers of three references, postmarked no later than February 24, 1989, to: Dr. Rankin Cooter, Director of Athletics, Georgia State University, University Plaza, Atlanta, Georgia 30303-3083. An Equal Educational and Employment Opportunity Institution.

**Queens College.** a co-ed, residential liberal arts college in an attractive suburb of Charlotte, invites applications for a full-time, nine-month position as Head Women's Basketball Coach, beginning this spring. The position is responsible for planning, scheduling, and recruiting in order to compete under NCAA Division II rules, beginning this fall as a first-year team. Other responsibilities include the probability of teaching and/or additional athletic department duties. Prefer Master's degree; college experience; role model skills compatible with church-affiliated institution. Salary range: \$22,000-\$24,000. Send resume and three letters of reference to: Dale Leyer, Director of Athletics, Queens College, 1900 Selwyn Avenue, Charlotte, NC 28274. Deadline: February 27, 1989. AA/EOE.

**Head Women's Basketball Coach.** This is a full-time contract faculty appointment in the Department of Physical Education and Athletics. Organize, manage and coach the women's basketball program. Recruit student athletes. You are also expected to teach courses selected from the following: Physical Fitness, Lifetime Sports, Coaching Methods, and Social Sciences in Physical Education and Sport. Required Qualifications: A bachelor's degree in physical education or related field. A master's degree is preferred. Successful experience in teaching and coaching at the secondary or college level, and a commitment to the values of Division III athletics. Salary: Commensurate with degree and experience. Application Procedure: Send letter of application, resume, and three letters of recommendation to: Dr. Christopher Walker, Director of Athletics, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999. Application Deadline: March 6, 1989. University of Redlands is an EOE/AA Employer.

**Clanton University of Pennsylvania.** Head Women's Basketball Coach. Clanton University invites applications and nominations for the position of Head Women's Basketball Coach. Responsibilities: The Head Coach will be

responsible for the organization, direction, and administration of the Women's Division II basketball program. This includes the implementation and maintenance of standards of performance consistent with the University goals of academic and athletic excellence. The Head Coach must have a thorough knowledge of, and commitment to, compliance with rules, regulations, and policies of the NCAA, PSAC, and Clanton University. Other duties may be assigned by the Athletic Director. The Head Coach will be responsible for recruiting quality student athletes who have the ability to succeed, both academically and athletically, and must have a commitment to the student athlete's academic progress and achievement. Qualifications: Bachelor's Degree; successful experience in coaching competitive basketball as a head or assistant coach; ability to establish a good rapport and effective working relationship with players, administration, faculty, staff, alumni, and the general public; proved administrative, organizational and recruiting skills. Salary: Will be commensurate with experience and ability. Deadline: Applications must be received by March 3, 1989. Applications, Letter of application, current resume, transcript, and three letters of recommendation to: Chairman, Search Committee, Head Women's Basketball Coach, Clanton University of Pennsylvania, Clanton, PA 16214. Clanton University actively seeks minority and women applicants, and is an Affirmative Action/Equal Opportunity Employer.

**Head Coach of Men's Basketball.** Wayne State University has a position available as Head Coach of Men's Basketball. This is an academic year, non-tenured appointment. Qualifications: Master's degree or equivalent in Physical Education or related field and previous coaching experience required, with collegiate experience highly desirable; demonstrated ability to recruit and fund-raise; desire to coach and teach at an urban university is essential; commitment to the academic success of the student athlete is required. Wayne State University is an urban institution located in the heart of metropolitan Detroit, drawing the majority of its 30,751 enrollment from Southeastern Michigan. Wayne State University is a member of the NCAA Division II and GLIAC. Review of applications will begin March 1, 1989, although applications will be accepted until the position is filled. Send letter of application, resume and three current letters of recommendation to: Allison Tooke, Chairperson, Men's Basketball Committee, Wayne State University, 101 Matthaei Building, Detroit, MI 48202-3489, 313/577-4280. Wayne State University is an Equal Opportunity/Affirmative Action Employer.

**Head Men's Basketball Coach.** Sam Houston State University invites applications for the position of Head Men's Basketball Coach. General Duties: Responsible for the administration of the Division I basketball program in accordance with rules of the NCAA, the Southland Conference and Sam Houston State University. Qualifications: Candidates should have a baccalaureate degree with successful experience in coaching competitive basketball. Master's degree with experience in a successful collegiate program desired. Send letter of application and resume by February 28th to the Personnel Office, P.O. Box 2356, Sam Houston State University, Huntsville, Texas 77341. Sam Houston State University is an Affirmative Action/Equal Opportunity Employer.

**Head Women's Basketball Coach.** Mankato State University invites applications for the 10 1/2-month, full-time, position as women's basketball coach and physical education teacher. Master's Degree is required with either a Bachelor's or Master's Degree in Physical Education, successful coaching experience in women's collegiate basketball, and teaching experience in physical education. Responsibilities are: organize and administer all aspects of the women's basketball program, including: coaching, recruiting, promotion, academic counseling, public relations, scheduling, budget administration, supervision of assistants, scouting, fund-raising, and summer camps. Teach in an area of physical education commensurate with qualifications and program offering. Mankato State is located in southern Minnesota and has an enrollment of 15,000 students. Mankato is a member of NCAA Division II and the North Central Conference and offers 18 sports for men and women. The university has a long-standing commitment to furthering opportunities for minorities and women. Salary is commensurate with rank and experience. Send letter of application, resume and three current letters of recommendation, by March 17, 1989, to: Georgene Brock, Director of Women's Athletics, Mankato State University, Mankato, Minnesota 56001.

**St. Andrews Presbyterian College, Laurinburg, NC 28352.** Applications are invited for a non-tenure track appointment in the Department of HPER at the instructor rank. The position includes head coach of the women's basketball team and one other sport in the women's athletic program. Teaching assignment will involve courses in undergraduate professional preparation and physical activities. Master's degree in physical education is required. Experience coaching and recruiting at the college level is desired. St. Andrews is a liberal arts college committed to quality teaching and coaching as a member of the NAIA and the Carolinas Conference. Send application letter, three letters of recommendation, and a resume immediately to: Dr. Gordy Scoles, Department of HPER, St. Andrews Presbyterian College, Laurinburg, NC 28352. Minorities and women are urged to apply.

**Arizona State University** is seeking applications and nominations for the position of Head Coach—Men's Basketball. The position will be responsible for providing coaching and management duties in planning and directing the recruitment, training, conditioning and performance of student-athletes for

competition in intercollegiate events; promoting intercollegiate athletics as an integral part of the University; monitoring of student athletes' performance in furthering the success of the team and in meeting academic and eligibility criteria. The successful candidate will present a Bachelor's Degree with at least five years of coaching experience in a major educational institution or similar environment. Should have knowledge in the science and technology of training and conditioning for sports competition. Resumes or nominations should be postmarked no later than February 28, 1989, and should be addressed to: Personnel Department, Arizona State University, Attn: Basketball Coach Search Committee, Tempe, Arizona 85287-1403. Arizona State University is an Equal Opportunity/Affirmative Action Employer.

### Diving

**Diving Coach for Men and Women.**—The University of Kansas has an opening for Men's and Women's Diving Coach. Full-time, nine-month appointment. Individual will be in charge of developing and implementing the overall structure of the diving program, including workout development, weight training, and dryland work, and work with recruiting coordinator in the recruitment of prospective student athletes. Must have a bachelor's degree with demonstrated administrative and organizational abilities and knowledge of and commitment to compliance with all NCAA, Big 8 Conference and University rules and dedication to the full academic development of the student-athlete. Prefer individual with previous experience in coaching competitive diving and participation as a competitive diver. Send letter of application, resume and three original letters of recommendation to: Gary Kempf, Head Swimming Coach, University of Kansas, Allen Field House, Lawrence, Kansas 66045. Phone: 913/864-4877. Applications must be received by 5:00 PM Friday, February 24, 1989. EEO/AA.

### Football

**Assistant Football Coach, University of Illinois at Urbana-Champaign.** Previous successful coaching experience is essential. Bachelor's degree required; advanced degree preferred. Duties as assigned by head coach. Working knowledge and willingness to comply with NCAA rules and regulations. Send letter of application, resume, and references on or before February 22, 1989, to: John Mackovic, Director of Athletics, University of Illinois at Urbana-Champaign, 113 Assembly Hall, 1800 South First, Champaign, Illinois 61820. AA/EOE.

**Bucknell University** seeks applications for the position of Head Football Coach, with responsibility for coaching, recruitment, budget and staff management. Total commitment to the scholar athlete concept, experience with athletic programs within a need based aid context, and excellent communication skills are required. Head coaching experience, background in recruitment of quality scholar athletes in the Northeast, and master's degree desired. Competitive salary and excellent benefits. Position available March 15, 1989. Bucknell University is a member of the Colonial League; 47 student athletes have been named Academic All-Americans in the past five years. Please send letter of application, resume, names of references, and salary requirements before February 22 to: Rick Hartzell, Director of Athletics, Bucknell University, Lewisburg, PA 17837. Applications from members of minority groups are encouraged.

**Assistant Football Coach(es).** Clanton University invites applications and nominations for the position of Assistant Football Coach, one or more positions. Responsibilities: The assistant coach(es) will be required to have a knowledge of NCAA rules and a thorough knowledge of the game of football. Must be an energetic, enthusiastic, and hard working individual. Duties: Responsible to head football coach; will coach position designated by head coach; recruit and counsel football players. This is a 12-month position. Position is to be filled immediately. Qualifications: Bachelor's degree; successful experience in coaching competitive football as a head or assistant coach; ability to establish a good rapport and effective working relationship with players, administration, faculty, staff, alumni, the general public, and must be a person with proven integrity. Salary: Will be commensurate with experience and ability. Deadline: Applications must be received by March 1, 1989. Applications: A letter of application, current resume, transcript, and three current letters of recommendation to: Gene Sobolewski, Head Football Coach, Clanton University of PA, Clanton, PA 16214. Clanton University actively seeks minority and women applicants, and is an Affirmative Action/Equal Opportunity Employer.

**Football Coach/Physical Education.** Assistant Football Coach and Instructor in Physical

Education. Available Fall 1989. Teaching and administration responsibility for strength and conditioning program. Additional coaching responsibility available. Qualifications: Master's Degree required; coaching and teaching experience desired. Salary dependent upon experience and qualifications. Send vita and three letters of reference by March 1, 1989, to: Dr. Edwin H. Welch, Provost, Wartburg College, P.O. Box 1003, Waverly, Iowa 50677. AA/EOE.

**Assistant Football Coaches.**—Two positions (Offensive Line and Defensive Backs), full 12-month appointments. Bachelor's Degree required. Master's Degree preferred. Must have coached in Division I school or one with an exceptional football program. Applicant must possess a strong personal commitment toward the academic well-being of the student athletes; strong motivational, organizational and communication skills, with a thorough knowledge of NCAA rules and regulations. Salary commensurate with experience and qualifications. Responsibilities include on field coaching and film analysis; identifying and recruiting prospective student athletes within the rules, policies and procedures of Florida A&M University, the Mid-Eastern Athletic Conference and the NCAA. Promote good public relations within the University and community. Other related responsibilities as defined by the Head Football Coach. Application Deadline: March 2, 1989. Send letter of application, resume and references to: Mrs. Mary Vaughn, Assistant to the President, Office of the President, Florida A&M University, Tallahassee, Florida 32307. Florida A&M University is an Equal Opportunity/Affirmative Action Employer.

**Assistant Football Coach.** Men's Athletics, Northeastern University. There are two positions available. One is a three-quarter time position. Responsibilities: Assist the head football coach with coaching and instructing members of the varsity football team, (preferably offensive positions). Assist with film breakdown, evaluation of players, grading of player personnel, recruiting and other duties as assigned (i.e. film exchange, weight training, overseeing equipment management, etc). Qualifications: Bachelor's degree required. One year of coaching experience on the collegiate level. One is a full-time position. Responsibilities: addition to the listed above, assist with recruitment of student athletes, act as liaison with the Offices of Admissions and Financial Aid and advise student athletes. Qualifications: Bachelor's degree required. Two years of coaching experience on the collegiate level. Send resume to: Paul Pawlak, Jr., 219 Cabot Center, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. Northeastern is an Equal Opportunity/Affirmative Action, Title IX University.

**Assistant Football Coaching/Teaching or Collateral Assignment Positions at NCAA II, North Central Conference College.** Full 12-month, non-tenure appointment. Master's Degree required. College teaching and coaching experience preferred. Teaching competence in HPER preferred (e.g., teaching methods, kinesiology, test/measurements). Other academic disciplines or administrative skills considered. Salary commensurate with experience and qualifications. Effective date of employment 6/1/89. Send letter of application and resume on or to March 3, 1989, to: David Dolch, Head Football Coach, Morning-side College, Sioux City, Iowa 51106. AA/EOE.

**Head Football Coach.** Naval Academy Preparatory School, Newport, RI. Effective immediately. Five years' football coaching experience required. Application Deadline: March 3, 1989. Submit application and resume to: Mr. Elliot Uzelac, Head Football Coach, U.S. Naval Academy, Annapolis, MD 21402. AA/EOE.

**Asst. Football Coach/Health or Physical Education Teacher (2) Positions, Western Oregon State College.** Position (1): Teach theory courses in fitness, fitness assessment and placement, plus WSI preferred. Serve as defensive coordinator, secondary coach and recruiter. Position (2): Teach First Aid, Safety and CPR, some activity classes and gymnasiums preferred. Serve as offensive line coach, kicking coordinator and recruiter. Master's degree in health or PE, college teaching and coaching experience required. 9 1/2-month, tenure track, \$21,000 minimum salary, starts Sept. 1, 1989. Send letter, resume, three letters of recommendation, and five references (with address and telephone), postmarked by 5 p.m. March 7, to: Dr. Richard Kaiser, Director of Athletics, WOSC, Monmouth, OR 97361; telephone, 503/838-1220, ext. 252. AA/EOE.

**Assistant Football Coach, Offensive Line.** Qualifications: Experience coaching the offensive line. College coaching experience required. Recruiting experience required. Fund-raising experience required. Salary: \$25,000, negotiable depending upon experience and qualifications. Application Deadline: March 17, 1989. Application Procedure: Send letter of application, resume, three letters of recommendation, and any support materials to: Chairman, Search Committee, Athletic Department, Northern Arizona University, Box 15400, Flagstaff, AZ 86011-5400. Re-

sponsibilities: Coaching the offensive line. Significant recruiting and fund-raising responsibilities. Additional staff duties based on experience and qualifications. Northern Arizona University is a committed Equal Opportunity/Affirmative Action Employer and complies with Title IX of the Educational Amendments of 1972, Section 503 and Section 504 of the Rehabilitation Act of 1973 and Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974. All appointments are based on merit principles without regard to race, color, religion, sex, age, national origin or handicap.

### Soccer

**Head Coach of Men's Soccer.** St. Bonaventure University is accepting applications for a Head Men's Soccer Coach. St. Bonaventure is a Division I program that competes in the Atlantic 10 Conference. The full-time position will also include responsibilities in the men's and women's intramural programs. A master's degree preferred, bachelor's required. Collegiate coaching and recruiting experience preferred. Send resume and three letters of recommendation to: Lawrence Weise, Director of Athletics, St. Bonaventure University, St. Bonaventure, New York 14778. Application Deadline: March 1, 1989. Equal Opportunity/Affirmative Action Employer.

**Head Men's Soccer Coach and Assistant Director of Physical Education and Athletics.** Kenyon College of Gambier, Ohio, is seeking candidates for Head Men's Soccer Coach. Kenyon is a private liberal arts college with a strong academic tradition. Gambier is five miles east of Mount Vernon, 50 miles north of Columbus, and 100 miles south of Cleveland. Kenyon is an active member of NCAA Division III and the North Coast Athletic Conference. There are 21 sports offered at Kenyon and the position would also entail being an assistant coach in another sport. As Assistant Director of Athletics the candidate would be expected to assist the Director of Athletics in assigned administrative areas. The candidate would also teach physical education classes in a physical education curriculum that offers activity classes for credit. Candidates are expected to have full knowledge of rules and regulations governing intercollegiate activities, and be acquainted with faculty and academic processes. Salary is commensurate with qualification and experience. Kenyon has competitive benefit programs. Applications must be received no later than March 1, 1989. Previous head coaching experience and bachelor's degree required. Advance degrees are preferred. Kenyon is an Equal Opportunity Employer; women and minorities are encouraged to apply. Send resume and letter of application to: Dr. Samuel James Freas, Athletic Director, Kenyon College, Gambier, OH 43022.

**Head Men's Soccer Coach.** Marshall University. Salary: Dependent upon background and experience. Nine-month position. Minimum Qualifications: BA in Education, Physical Education and related field; at least one year of Division I collegiate coaching experience preferred. Some collegiate coaching experience required. Application Deadline: March 13, 1989. Send letter of application, resume and a list of three references to: Wm.

Lee Moon, Director of Athletics, Marshall University, P.O. Box 1360, Huntington, WV 25715. Minorities are encouraged to apply. Applicants whose files are not completed by the deadline will not be considered. Post marks will not be accepted. EOE/AA. **Virginia Wesleyan College** is accepting applications for a full-time position of Head Coach of Men's Soccer. Responsibilities include coaching, recruiting and administration of the soccer program, coaching in a sport other than soccer, and such additional duties as may be necessary to complete the responsibilities of a full-time staff position in the intercollegiate athletic program. Qualifications include knowledge of and commitment to a liberal arts college with a philosophy and policies appropriate to NCAA Division III. Master's degree and experience in intercollegiate coaching preferred. Must have the ability to establish excellent rapport and *See The Market, page 26*

## ASSISTANT COACH (2 positions)

Under the direct supervision of the Head Coach, assists in coordinating a football intercollegiate athletics program to develop student-athletes for competition. Assists with scouting and recruiting, medical requirements, conditioning, awards, equipment control, field tactics, budgets, daily practices, contests, secondary school program, football camps/clinics and public relations/fund-raising.

Requires a bachelor's degree in health, physical education or a related field, plus coaching experience at an intercollegiate level.

Positions offer a salary commensurate with experience and a comprehensive benefits package.

Please submit resume to:

### Football Office

THE STATE UNIVERSITY OF NEW JERSEY  
**RUTGERS**

**Hale Center**  
P.O. Box 1373  
Piscataway, NJ 08855-1373  
Successful candidate to provide Employment Eligibility Verification  
AA/EOE

## MEN'S BASKETBALL COACH/ATHLETIC ADMINISTRATOR

**NEW YORK UNIVERSITY** is seeking a full-time men's basketball Coach/Athletic Administrator. Responsibilities include coaching, scouting and recruiting; administrative duties will be assigned based upon individual's background and experience and Athletic Department needs, and may include teaching in the recreation program. Salary will be commensurate with qualifications and experience. Previous coaching experience at the college level is preferred. The position begins on September 1, 1989. NYU competes in the University Athletic Association (NCAA Division III) and is committed to an active athletic program based upon the concept of the scholar-athlete.

Candidates should submit a letter of application, resume, and a list of five references (with addresses and telephone numbers) by March 15th to: B. W. Hamberger, Office of the Chancellor, New York University, Room 1230, Bobst Library, 70 Washington Square South, New York, NY 10012.

New York University is an Affirmative Action/Equal Opportunity Employer

## CARSON-NEWMAN COLLEGE



## ATHLETIC DIRECTOR

**Carson-Newman College** invites applications and nominations for the position of Athletic Director. Carson-Newman College is a small, liberal arts college located in East Tennessee in the foothills of the Smokey Mountains. The college seeks to create an environment in which student-athletes are most likely to realize academic as well as competitive goals. The college holds national prominence in the NAIA and offers scholarships in nine intercollegiate sports for men and six for women.

Candidates must possess a master's degree and have the skills to communicate effectively, provide leadership for coaches as well as other staff and support groups, interpret the athletics program to the campus community, and demonstrate a lifestyle which reflects strong Christian character and high moral values. Fund-raising and program promotion experience is necessary.

Nominations and applications must be received by the Search Committee no later than February 24, 1989. Send all correspondence to:

Mr. Henry Blanc, Chairman  
Search Committee  
Carson-Newman College  
Post Office Box 2017  
Jefferson City, TN 37760

Carson-Newman is an Equal Opportunity Employer.

## ATHLETIC DIRECTOR

Direct the College men & women athletics programs & intercollegiate sports programs including athletics facilities. Bachelor's degree & 3 to 5 years of full-time, paid related experience required. Master's degree preferred. Additional experience may be substituted for education on a two-for-one year basis. Budget preparation, fund-raising & management skills required. Submit College employment application, cover letter, resume & transcripts by March 3, 1989, to:

**SALT LAKE COMMUNITY COLLEGE**  
Personnel Services Office  
4600 South Redwood Road  
P.O. Box 30808  
Salt Lake City, Utah 84130  
801/967-4210

Equal Opportunity/Affirmative Action Employer

## EASTERN COLLEGE ATHLETIC CONFERENCE Assistant Commissioner

The Eastern College Athletic Conference is accepting applications for the position of Assistant Commissioner. Responsibilities and duties will include: Coordination and administration of Conference legislative services and compliance programs with emphasis on providing interpretations of NCAA and Conference rules and regulations; administration of selected Conference and affiliate men's and women's championship events; coordination and administration of selected Conference officiating bureaus; assistance in the overall administration of diversified Conference services.

**Minimum Qualifications:** Bachelor's Degree (advanced degree desirable). Prefer applicant with background and administrative experience in intercollegiate athletics, including demonstrated knowledge of NCAA Rules for Divisions I, II and III; strong interpersonal, organizational and communication skills.

Position available May 1, 1989. Deadline for applications—March 31, 1989. Salary commensurate with experience and qualifications. ECAC is an Equal Opportunity Employer.

Candidates should submit a letter of application, a complete resume and the names of at least three references to:

Clayton W. Chapman  
Commissioner-Elect  
Eastern College Athletic Conference  
P.O. Box 3  
Centerville, MA 02632



## The Market

### Continued from page 25

effective working relationship with athletes, students, faculty and staff. Salary commensurate with qualifications and experience. To apply, submit letter of application, resume, and three letters of reference to: Donald M. Forsyth, Athletic Director, Virginia Wesleyan College, Wesleyan Drive, Norfolk, Virginia 23502, by March 10, 1989. Starting date to be on or before July 1, 1989.

**Soccer Graduate Assistantship.** Starting Date: June 15, 1989. Qualifications: BS or BA. Experience in running intramural program. Coaching license required. Must meet graduate school admission requirements. Salary: \$11,000 stipend. Send letter of application, three letters of reference, and submit application thru Graduate School, by March 31, 1989, to: Gary McKinley, Stetson University, Athletic Department, DeLand, Florida 32720. Equal Opportunity/Affirmative Action Employer.

**The University of Arkansas at Little Rock** invites nominations and applications for the position of Head Coach of Men's and Women's Soccer. UALR is a Division I school, seeking applicants with knowledge of and commitment to compliance with all NCAA and NAIA rules. Applicants must be dedicated to the full academic development of the student-athlete. Responsibilities include: Coaching—Organize, plan and direct all activities to both soccer programs. Recruiting—Evaluate, identify and encourage application of qualified students. Administration—Represent UALR on all soccer related matters. Public Relations—Organize and help create fund-raising activities. Bachelor's degree with experience in collegiate athletics is required. Salary: Commensurate with qualifications and experience. Applications, consisting of a resume and letters of recommendation, should be received by March 1, 1989, and addressed to: Mike Newell, Athletic Director, UALR, 2801 S. University, Little Rock, AR 72204. Applications will be subject to inspection under the Arkansas Freedom of Information Act. The University of Arkansas at Little Rock is an Affirmative Action, Equal Opportunity Employer and actively seeks the candidacy of minorities and women.

### Swimming

**Head Men's Swim Coach.** Qualifications: Bachelor's degree with swimming experience on the college level. Coaching experience in college swimming. Must possess demonstrated ability to direct swimming program, ability to recruit, teach and handle young men. Responsibilities: Complete responsibility for coaching, recruiting and related duties in the intercollegiate swimming program at The Ohio State University. Salary: Commensurate with experience and ability. Send applications to: Bill Myles, Athletic Department, The Ohio State University, Rm. 229—St. John Arena, 410 Woody Hayes Drive,

Columbus, Ohio 43210. Equal Opportunity Employer.

**California State University, Bakersfield.** Women's Head Swimming Coach. WSI, First Aid, Advanced Life Saving, CPR and Bachelor's Degree required. Master's Degree preferred. College coaching experience is preferred. Salary: \$30,252 for academic year. Actual starting salary is DOQ. Filing Deadline: March 6, 1989. Apply by sending letter of application, resume, and three phone numbers of references to: Athletic Director, California State University, Bakersfield, 9001 Stockdale Hwy., Bakersfield, CA 93311-1099. California State University, Bakersfield, is firmly committed to achieving the goals of Equal Opportunity and Affirmative Action and welcomes applications from women, ethnic minorities, and the handicapped. CSUB fosters and appreciates ethnic cultural diversity among its faculty and students.

**Head Women's Swimming Coach.** Qualifications: Minimum BA (MA preferred). Demonstrated successful swimming coaching experience at the collegiate level, five years of head coaching experience at the high school level may substitute for collegiate experience. Responsibilities: Organize and direct all aspects of the women's swimming program (recruiting, public relations, etc.). Perform team-specific administrative duties in swimming, such as budgeting, scheduling and team travel. Salary: \$20,000 to \$25,000 (9 month). General Information: Florida Atlantic University is a state-supported University with a four-sport program in women's athletics. Located in Boca Raton, Florida, FAU is striving to promote an athletic program which will be competitive with similar institutions in the nation. Application Postmarked Deadline: March 3, 1989. Application Procedure: Send letter of application, resume, and a list of five references who may be contacted: Mr. Jack Mehl, Athletics Director, Florida Atlantic University, P.O. Box 3091, Boca Raton, Florida 33431.

### Tennis

**Head Coach of Men's Squash and Tennis.** Trinity College seeks a Head Coach of Men's Squash and Tennis. Principal duties will be the responsibility for all phases of both teams and teach racket sports in our Physical Education Program. A Bachelor's degree is required (Master's preferred) and competitive experience, coaching and/or teaching of racket sports required. The starting date is September 1, 1989, and the appointment is for a 10-month renewable contract. The salary will be commensurate with the candidate's qualifications and experience. Application deadline is March 3, 1989. Applications should be sent to: Richard J. Hazelton, Director of Athletics, Ferris Athletic Center, Trinity College, Hartford, CT 06106. Trinity College is an Equal Opportunity/Affirmative Action Employer.

**Head Tennis Coach and Counselors.** Boy's resident camp, Berkshire Mountain, W. Mass. 17 tennis courts, excellent salary, excellent working conditions. Nice accommodations for family. Call or write: Camp Winad, 5 Glenn Lane, Mamaroneck, N.Y. 10543. 914/381-5983.

## HEAD BASKETBALL COACH Loyola College

**Loyola College (Maryland)** invites applications for the position of Head Coach for Men's Basketball. Responsibilities will include the organization, direction and administration of all aspects of an NCAA Division I program. A strong commitment to the educational mission of intercollegiate athletics is required as well as the ability to relate to a diverse constituency. Demonstrated experience as a Head Coach or Assistant Coach with collegiate experience also is preferred. Salary will be commensurate with experience. Loyola College will be entering the Metro Atlantic Athletic Conference (MAAC) in 1989-90. This is an excellent opportunity. Candidates should send letter of application, resume and three letters of reference to: Dr. Thomas Brennan, Director of Athletics, Loyola College, 4501 North Charles St., Baltimore, Maryland 21210. A review of applications will begin immediately. Loyola College is an Equal Educational Opportunity Employer.

## ATHLETIC DIRECTOR

**Eastern Illinois University** invites applications and nominations for the position of Athletic Director. The successful candidate will be responsible for development and operation of quality programs for men and women student-athletes in nineteen sports. Director will supervise, coordinate and evaluate activities of athletic department personnel, coaches and other support staff; work with elements of the University and community at large in fund-raising and development; plan and manage departmental budget; and uphold standards and regulations of the NCAA, the Gateway Conference, and the Association of Mid-Continent Universities.

EIU competes in Division I-AA in football and in Division I in ten men's sports and eight women's sports. The University is committed to the integrity and graduation of its student-athletes, to a balanced budget, and to the ideals of the NCAA.

Applicants must have demonstrated competence in administration and development of successful programs of intercollegiate athletics, with emphasis on the above mentioned functions and commitments. Successful candidates must have a baccalaureate degree, with an advance degree preferred.

Twelve-month appointment beginning immediately or an agreed-upon date, but no later than July 1, 1989.

Salary: Competitive, depending upon qualifications and experience.

Eastern Illinois University is an Equal Opportunity/Affirmative Action Employer. Applications from women and minorities are encouraged.

All nominations and supporting materials should be received by the application deadline of March 31, 1989. Send all materials to:

Search Committee, Athletic Director  
Office of the President  
Eastern Illinois University  
Charleston, IL 61920

### Track & Field

**Head Coach — Men's and Women's Track.** US Air Force Academy, CO. Ten-month position, \$25,000 salary. College coaching experience required. Send resumes/recommendations to: Colonel Mick Hogue, Athletic Department, USAFA, CO 80840. Deadline is 14 March 1989. Equal Opportunity Employer.

### Volleyball

**St. Andrews Presbyterian College, Launenburg, NC 28352.** Applications are invited for a tenure track appointment in the Department of HPER at the instructor or assistant professor rank. The position includes teaching a variety of undergraduate professional preparation and activities courses and coaching and recruiting for women's volleyball and one other sport in the women's athletic program. Doctorate or ABD preferred, master's degree in physical education required. Experience teaching and coaching at the college level is desired. St. Andrews is a liberal arts college committed to quality teaching and coaching as a member of the NAIA and Carolinas Conference. Send application letter, three letters of recommendation, and a resume immediately to: Dr. Gordy Scholes, Department of HPER, St. Andrews Presbyterian College, Launenburg, NC 28352. Minorities and women are urged to apply.

**Head Coach, Women's Volleyball.** Occidental College is seeking a part-time head women's volleyball coach. The individual will be responsible for the recruiting of academically-oriented student-athletes, organizing, and administering a program within the Division III philosophy. Bachelor's degree required. Master's degree preferred, along with successful collegiate coaching experience. Salary: \$3,000 per season. Position will remain open until filled. Application letter, resume and two current letters of support be sent to: Lynn M. Pacala, Director of Athletics, Occidental College, 1600 Campus Road, Los Angeles, CA 90041-3377. Occidental College is firmly committed to Affirmative Action and encourages minorities to apply.

**Head Women's Volleyball Coach.** Texas Tech University, seeking responsible head women's volleyball coach for the overall administration, planning and directing of recruiting, training and fiscal management of a Division I program. Demonstrated ability in the following areas: coaching success with collegiate-level players; thorough knowledge of NCAA rules and regulations; ability to successfully recruit players with high levels of skill, as well as academic ability; program promotion and summer camp administration; and strong interpersonal communication skills. Full-time, 12-month position. Salary negotiable.

Application deadline is March 17, 1989. Send letter of application, resume and list of references to: Jeannine McHaney, Assistant Athletics Director, Athletics Department, Texas Tech University, Lubbock, Texas 79409. Texas Tech is an Equal Opportunity/Affirmative Action Employer.

### Physical Education

**Education/Physical Education.** Assistant Professor of Education and Head Track Coach (men and/or women). Tenure track, available Fall 1989. Primary teaching responsibility in Education from Foundations of Education, Educational Technology and Social Studies Methods. Coaching cross country available. Qualifications: A.B.D. required; doctorate, teaching and coaching experience desired. Salary dependent on qualifications. Send vita and three letters of reference by March 1, 1989, to: Dr. Edwin H. Welch, Provost, Wartburg College, P.O. Box 1003, Waverly, Iowa 50677. AA/EOE.

**Health and Physical Education: Lecturer.** Potsdam College of the State University of New York invites applications for a full-time, term-position as Lecturer (Health Education/Women's Soccer Coach) commencing August 1989. Responsibilities: Teach courses in Health Science (particularly Drug Studies); be totally responsible for the Women's Varsity Soccer program, including: coaching, player recruitment and management of the team and its needs; possibly teach Physical Education activity classes or serve as assistant trainer during Winter season. Qualifications: Master's degree required, doctorate preferred, formal course work completed in Health Sciences, thorough knowledge of soccer, with preference given to prior coaching experience. Salary: Commensurate. Send letter of application, vita and current letters of reference to: Dr. Charles L. Hunter, Chairman, Department of Health, Physical Education and Athletics, Maxcy Hall, Potsdam College, Potsdam, NY 13676. Application review will commence in March 1989 and continue until the position is filled. Potsdam College is committed to providing opportunities for women and minorities and actively seeks these candidates.

**Physical Education/Athletic Training:** Assistant Professor, tenure track position. Master's Degree, NATA Certification, American Red Cross Standard First Aid and CPR Instruction rating required and previous college teaching experience preferred. Salary commensurate with qualifications. Responsibilities include teaching courses in the NATA-approved undergraduate curriculum, supervision of student trainers, some trainer responsibilities with men's and women's athletic teams. Other teaching responsibilities within the Physical Education major. Starting Date: August 15, 1989. Submit letter of application, vitae, official undergraduate and graduate

transcripts and three letters of recommendation by March 31, 1989, to: Dr. Ellen O. Conley, Chair, Physical Education Department, Canisius College, Buffalo, NY 14208. Equal Opportunity Employer.

### Graduate Assistant

**AAA-Rated.** Desire a quality college coaching or athletic training experience in a highly competitive Division III athletic program? Interested in pursuing academic study in sports medicine, sport psychology or teaching behavior? Ithaca College is looking for a few good students committed to earn the MS degree in Physical Education and take advantage of several curricular/work-related opportunities. Both thesis and non-thesis plans of study are available. Graduate assistantships include tuition waiver and cash work allowance. Contact Dr. Craig Fisher, Division of HPER, Ithaca College, Ithaca, NY 14850.

**Graduate Assistant/Women's Basketball.** Georgia State University, in Atlanta, is searching for graduate assistant to assist with women's basketball. NCAA Division I University. Candidate to assist with coaching women's basketball team. Supervise team personnel and assist with recruiting. Bachelor's degree required. Position available August 15, 1989, for 10-month appointment at a stipend of \$4,100 plus tuition. Application must be submitted no later than March 17, 1989. Forward a letter of application, resume, and three letters of recommendation, pertaining to your competitive playing background and coaching experience, to: Dr. G. Rankin Cooter, Director of Athletics, Georgia State University, University Plaza, Atlanta, Georgia 30303-3083. GSU is an EEO/Affirmative Action Employer.

**Graduate Assistantships** available in football, men's and women's basketball, baseball, golf, men's and women's track and cross country, softball, volleyball, women's tennis, athletic training and athletic administration. Assistantships include tuition waiver and stipend. Stipend depends upon score made on the Graduate Record Exam. Maximum stipend is \$8,000 a year. Send letter of application and resume to: Tynes Hildebrand, Athletic Fieldhouse, Northwestern State University, Natchitoches, LA 71497, or call 318/357-5251.

**University of Northern Iowa, School of Health, Physical Education, and Recreation** announces graduate assistantships in health education and physical education for 1989-90. Graduate Assistant Stipends, which pay

\$4,400, as well as Graduate Tuition Scholarships for the Fall and Spring semesters are available. Graduate assistants are specifically needed in the following areas: athletic training, football, men's basketball, women's basketball, track and field, and volleyball. Master's degree program with thesis or non-thesis options in health or physical education with the following areas of emphasis: teacher education and coaching, cardiac rehabilitation, community health, school health, health promotion/fitness management, and scientific basis of physical education (biomechanics, exercise physiology, motor learning, and sport psychology). Apply as soon as possible to: Dr. Larry Hensley, Graduate Coordinator, School of HPER, University of Northern Iowa, Cedar Falls, IA 50614. An Equal Opportunity/Affirmative Action Employer.

**Baseball Graduate Assistant.** Assists with fall practice and games, winter weight training program, recruiting, scouting and spring season. Successful college playing experience desired. Available September 1989. Tuition, fees, stipend. Applications and resume, Rick Dell, Baseball Coach, Trenton State College, Trenton, New Jersey 08650. Affirmative Action/Equal Opportunity Employer.

**Graduate Assistantships** available for the 1989-90 academic year in the following sports: football, men's and women's basketball, men's and women's swimming, volleyball, men's and women's track and field, field hockey, wrestling, baseball, softball. Available: August/September 1989. Salary: Tuition waiver. Minimum Qualifications: Bachelor's Degree from an accredited four-year institution required. Applicant must be accepted in the graduate college of Ohio University. Studies in the following graduate fields are excluded from this program: Business, Engineering, Communications and Sports Administration. Preference will be given to candidate with a knowledge and background in the particular sport of interest. Minority applications encouraged. Responsibilities: Assist head coach with all aspects of the sport's program, including coaching assignment, recruiting, weight-room and study hall supervision and varied administrative duties as assigned. Application Deadline: March 31, 1989. Applications will be accepted until all positions are filled. Applications: Applicant should indicate (1) education, (2) experiences, and (3) activities as related to the sport of interest; forward letter of application and complete resume to: Willie Burden, Assistant Athletic Director, P.O. Box 689, See The Market, page 27



## ATHLETIC ADMINISTRATION INTERNSHIP

The Council of Ivy Group Presidents is accepting applications for a ten-month athletic administration internship during the 1989-90 academic year. The intern will spend approximately five months at each of two Ivy League institutions, as well as time in the Ivy office, and will work directly with campus administrators in all aspects of college athletic administration. The internship is available to women and members of minority groups through funds granted by the NCAA to Division I conferences.

We seek a highly motivated person who has some familiarity with college athletics and wants to explore a career in athletic administration. Applicants should have earned a bachelor's degree, have strong organizational, interpersonal and communicative skills, and be demonstrably ready to assume a variety of independent responsibilities.

Please send applications and three letters of reference by March 10, 1989, to Marcia Staton, Council of Ivy Group Presidents, 70 Washington Road/Room 22, Princeton, NJ 08540.

## DIRECTOR OF INTERCOLLEGIATE ATHLETICS WEST VIRGINIA UNIVERSITY MORGANTOWN, WEST VIRGINIA

**West Virginia University** is seeking a talented and experienced athletics administrator to direct its men's and women's intercollegiate athletics program. The Director of Intercollegiate Athletics reports to the Office of the President and administers the intercollegiate athletics program of West Virginia University, consisting of 19 sports for men and women.

West Virginia University is a Division I member of the National Collegiate Athletic Association, the College Football Association, and the Atlantic 10 Conference.

The Director of Intercollegiate Athletics is responsible for the selection and management of all employees of the Athletics Department, including coaches; preparation of long-term program and financial plans, and preparation and administration of the annual operating budget of the West Virginia University Athletic Department.

Experience in administration of a complex and competitive program is important, as is a commitment to the integrity of the program. Candidates demonstrating the ability to support successful student academics as well as athletics and to work with state support groups are encouraged to apply.

The successful candidate must have an understanding of the objectives and general administrative operations of an institution of higher education, a committed interest in a broad intercollegiate athletics program, and the ability to deal with students, faculty, alumni, public and the media.

Candidates must possess a Bachelor's degree as a minimum and the ability to administer an intercollegiate athletics program in compliance with rules and regulations of associations and conferences of which the University is a member.

The screening process will begin March 6, 1989, with the appointment to begin July 1, 1989. A letter of application, resume and the names, addresses, and telephone numbers of three references should be sent to:

W.V.U. Athletics Director Search Committee  
104 Stewart Hall, P.O. Box 6001  
West Virginia University  
Morgantown, WV 26506-6001

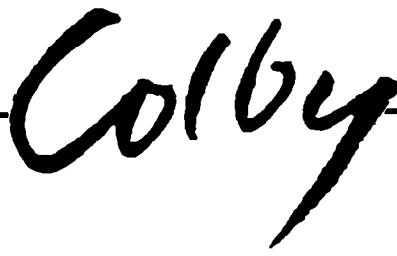
Equal Opportunity/Affirmative Action Institution

## OCCIDENTAL COLLEGE

### Men's Basketball Coach

**Occidental College** is seeking qualified candidates for the full-time position of head men's basketball coach. Responsibilities will include recruiting academically oriented student-athletes, organizing, administering and coaching a program within a Division III philosophy. Salary and rank will be commensurate with qualifications. Master's degree required, along with successful collegiate coaching experience. Candidate will have additional responsibilities in the physical activities program.

Application letter, resume and three current letters of recommendation should be sent to: Lynn M. Pacala, Director of Athletics, Occidental College, 1600 Campus Road, Los Angeles, CA 90041-3377. Applications received by March 13, 1989, will receive full consideration. Occidental College is firmly committed to Affirmative Action and encourages minorities to apply.



## Head Coach, Men's and Women's Swimming Colby College, Waterville, Maine

A full-time, 9-month position in a Division III institution beginning September 1, 1989.

Responsibilities: Organize and administer all phases of developing a small college swimming program. Conduct the program in compliance with policies, procedures and regulations of the College, the New England Small College Athletic Conference, and the National Collegiate Athletic Association. The position also includes teaching responsibilities designated by the Department of Physical Education, and other duties and responsibilities assigned by the Chair of the Department of Physical Education and Athletics.

Qualifications: A demonstrated ability to successfully coach swimming at the college or high school level. A Bachelor's degree is required; a Master's degree preferred. Salary commensurate with experience.

Send letter of application, resume, 3 letters of reference, and the names, addresses and telephone numbers of 3 additional individuals who may be contacted for further information to: Richard Whitmore, Director of Athletics and Physical Education, Colby College, Waterville, ME 04901 by February 28, 1989. Colby is an AA/EO Employer and encourages applications from women and minorities.



## The Market

Continued from page 26

Ohio University, Athens, Ohio 45701. Ohio University is an Affirmative Action/Equal Opportunity Employer.

**Graduate Assistant, Women's Volleyball.** Date Position Available: August 15, 1989. Application Deadline: March 15, 1989. Stipend: Tuition, fees, books, hourly wage. Responsibilities: Assist head coach in all areas of the Volleyball Program. Qualifications: Prior coaching or collegiate playing experience. Applications: Send resume to: Linda White, Volleyball Coach, Clemson University Athletic Dept., P.O. Box 31, Clemson, SC 29633-0031. Clemson University is an Equal Opportunity/Affirmative Action Employer.

**Diving Coach/Graduate Work Assistantship.** Northern Michigan University is seeking a graduate work assistant for its diving team to begin August 21, 1989. The stipend is \$4,500 plus a tuition waiver. The individual must be fully admitted to the graduate program. Qualifications: Demonstrated successful coaching experience in diving. Competitive diving experience, preferably at the collegiate level. Excellent technical knowledge, teaching and coaching skills of diving. Responsibilities: Organize and direct all aspects of the women's diving program. Identify and recruit academically and athletically qualified students. Assist head swimming coach with team-related administrative duties such as budget, schedule, travel arrangements etc. Teach one class per semester in the physical education activity program. Send letter of application, resume, three letters of recommendation, by March 20, 1989, to: Anne James, Swimming Coach, Athletic Department, Northern Michigan University, Marquette, MI 49855. Northern is a member of the NCAA Division II. Northern Michigan University is an Affirmative Action and Equal Opportunity Employer.

## Intramurals

**Intramurals/Physical Education.** Barnard College, Columbia University. Director of Intramurals—Recreation/Associate in Physical Education. Administer all aspects of the intramural and recreation program. Develop additional programs based on assessed needs. Teach selected courses in physical education. Master's degree in physical education or related field. Experience in recreation, intramurals and activity clubs. Starting Date: August 1989. Faculty status and benefits. Salary subject to budget allocation. Submit a letter of application, including areas of teaching expertise; resume, and three letters of recommendation to: Sharon J. Everson, Chair, Department of Physical Education, Barnard College, Columbia University, New York, New York 10027-6598. AA/EOE.

## Miscellaneous

**Arizona State University** is seeking a Physical Therapist. Under the direction of the Director of Athletics and the Director of Student Health, performs work of moderate difficulty planning, supervising and conducting programs of therapeutic value to student-athletes as prescribed by the Athletic Physician and in accordance with their physical abilities. Application deadline is March 1, 1989. Mail application and letters of recommendation to: Arizona State University, Personnel Department, Tempe, Arizona 85287-1403. ASU is an Equal Opportunity/Affirmative Action Employer.

**The University of Rhode Island, Director, Advancement for Athletics & Recreation.** The University of Rhode Island is seeking a Director, Advancement for Athletics & Recreation to implement a vital and comprehensive athletic fund-raising program with specific responsibility for generating private support for current operations, endowment and special projects. The successful candidate will have a bachelor's degree and at least three years' successful fund-raising experience, preferably in athletics and/or recreation. Interested candidates should submit a letter of interest and resume by March 20, 1989, to: Eleanor Lemaire, Search Coordinator, Director, Advancement for Athletics & Recreation (230045) Position, The University of Rhode Island, P.O. Box G, Kingston, RI 02881. AA/EOE.

**Coach/Instructor.** Full-time tenure track position, Lake Land College. Capable of coaching two of the three following sports: Women's Volleyball or Softball and Men's Basketball. Master's degree in teaching subject area and coaching experience required. Degree in Physical Education preferred. Apply to: Personnel Office, LLC, South Route 45, Mattoon, IL 61938. EOE/AA.

## Open Dates

**Women's Volleyball, Division I.** Southwest Missouri State is looking for Division I teams to participate in the following: SMSU September Classic, September 29 and 30, 1989; SMSU Autumn Classic, October 6 and 7, 1989. Contact: Terry Flynn at 417/836-4136. Guarantees available.

**Division III Men's Basketball Tournament** at Frostburg State University, Frostburg, Maryland, November 17-18, 1989. Guarantee. Contact: Oscar Lewis, Men's Basketball Coach, 301/689-4436.

**Women's Basketball, Division II**—Cal Poly San Luis Obispo is looking for a tournament. Thanksgiving weekend (Nov. 24 & 25, 1989). Would need some sort of guarantee. Contact: Jill Orrock, 805/756-1159.

**Women's Basketball, Division I**—Stephen F. Austin is seeking Division I team for Ladyjack Dial Classic Tournament December 1-2, 1989. Room guarantee or trade-out of game is available. Southern Methodist University,

Alcorn State University and Stephen F. Austin round out the field. Contact: Gary Blair, 409/568-3208.

**Women's Basketball, Division I.** The University of Richmond needs a Division I team for a home game between 11/28/12/9 of 1989. Contact: Betty Brennan, 804/289-8484.

**Women's Basketball, Division I.** University of Nebraska-Lincoln. Need one team for Thanksgiving Tournament. Guarantee plus. Also need single home game with guarantee. Contact: Steve High, Assistant Coach, 402/472-6462.

**Women's Basketball, James Madison University.** Seeking a Division I opponent for a game during the following time periods: November 29 to December 2, 1989, and December 28-30, 1989. Exact dates, times and place negotiable. Please contact Shelia Moorman at 703/568-6513 as soon as possible.

**NCAA Division II Football.** Bowie State University is seeking two-year home and home football games for October 28, 1989, and November 4, 1989. Contact: Sanders Shiver, 301/464-6685.

**Women's Volleyball**—Memphis State University, Div. I, needs team to fill tournament on September 15-16, 1989. Guarantees available. Contact: Jim Callender, 901/678-3570. The La Salle University Women's Volleyball team is seeking Division I home match competition on the following dates: Sept. 5, Sept. 21, Nov. 1. Also need one team for a tournament Oct. 6-7. Villanova, Univ. of Maryland-B.C. and La Salle confirmed. Please contact Jackie Nunez at 215/951-1516.

**Men's Basketball.** University of Wisconsin-Green Bay is seeking Division I opponent for home date during the 1989-90 season. Substantial guarantee. Contact: Mike Heideman, 414/465-2145.

**Women's Basketball.** Division I, University of Wisconsin-Green Bay is seeking one team for the 1980 Phoenix Classic on December 8-9. Guarantee is available. Also seeking one

Division I opponent for home game during 1989-90 season. Will return game. Contact: Ada Gee, Asst. Coach, 414/465-2145.

**Division III—Football—Open Date.** We need an away football game on Saturday, September 30, 1989. Contact: Loyal K. Park, Director of Athletics, Frostburg State University, Frostburg, Maryland 21532. 301/689-4471.

**Hawaii Calls**—BYU Hawaii, an NIAA school, is seeking participants for its 1989-90 (JAL) Thanksgiving Tournament, to be held November 24 and 25, 1989. There is a guarantee provided. Please contact Pam Goodman, 1-800/826-3822, or Dr. LeRoy Overstreet, 808/293-3751, for more information.

**Volleyball, Division III—Women's.** Juniata College, home game for the following dates

this coming Fall. September 23 and October 14. Will play any Division II or III opponent. Please call 814/643-4310, ext. 511.

**Women's Basketball, Duke.** needs three home games (Guarantees) and one team for Duke-Dial Tournament, December 1 and 2, 1989. Contact: Jackie Silar, 919/684-2120.

**Football, Division III.** Game needed for 9/15/90, 9/21/91, 9/19/92, 9/18/93. Call Chris Malone, Cortland State University College, 607/753-4953.

**Basketball—JC/NAAIA Men and Women.** Tahiti Hot Shot Basketball Classic, June 10-16, 1989. From \$999pp with standard hotel; \$1199pp with superior hotel (final price depends on departure city). For info, call Basketball Travelers, Inc., at 206/340-1751.

# YALE UNIVERSITY

## Head Coach of Women's Field Hockey

The women's field hockey program at Yale is supported at the NCAA Division I level. The principal objective is to win the Ivy League title in the sport and to provide a constructive experience in intercollegiate athletics for the student participants.

### TYPE OF APPOINTMENT:

The position will be a 9-month, full-time appointment for a two-year term. Renewal thereafter will be based on job performance.

### DUTIES AND RESPONSIBILITIES:

As head coach, organize and administer the sport program, supervise an assistant coach, recruit, and handle general administrative responsibilities. A second duty as assistant lacrosse coach or assistant of another sport will be assigned.

### QUALIFICATIONS:

A baccalaureate degree. Successful coaching experience in the sport at the collegiate level. Competitive collegiate experience in the sport preferred. Demonstrated ability in recruitment and promotion of the sport. Must appreciate and support the Ivy Group policy that student athletes "shall be truly representative of the student body and not to be students offered admission or support by any different standards than apply to the rest of the student body."

### SALARY:

Commensurate with qualifications and experience.

### CLOSING DATE FOR APPLICATIONS:

March 6, 1989.

### DIRECT APPLICATIONS TO:

Barbara N. Chesler, Associate Director of Athletics  
Yale University  
P.O. Box 402A Yale Station  
New Haven, CT 06520

Yale University is an Equal Opportunity/Affirmative Action Employer

## Assistant Field Hockey Coach The University of Iowa

Twelve-month, full-time position to assist in the coaching, administration and recruiting of a Division I field hockey program.

**Qualifications:** Bachelor's degree in physical education or related areas and demonstrated coaching experience required. Knowledge of NCAA recruiting rules and regulations, leadership ability, skills in administration, and training necessary to contribute to a highly successful Division I collegiate field hockey program are preferred. Playing experience on the elite level also preferred but not required.

Salary commensurate with qualifications and experience. Starting date negotiable. Screening to begin March 10. Send resume, letter of application and three letters of recommendation to:

Paula B. Jantz, Assistant Director  
Women's Athletics  
The University of Iowa  
340F Carver-Hawkeye Arena  
Iowa City, IA 52242

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Affirmative Action Employer.

## University of Missouri-Columbia

**TITLE:** Head Strength and Conditioning Coach/Film Coordinator.

**TERMS OF CONTRACT:** Immediately—August 31, 1989 (12-month, full-time annual appointment thereafter).

**SALARY:** Commensurate with experience.

### RESPONSIBILITY:

1. Operate two Athletic Department weight training rooms when required by head coaches.
2. Develop strength programs for all Athletic Department teams.
3. Supervise and accept responsibility for demonstrating and supervising lifting and lifting techniques of all athletes.
4. Supervise strength training personnel in two weight rooms.
5. Maintain all equipment in both weight rooms.
6. Purchase all equipment.
7. Control and development of budget for weight training.
8. Develop flexibility, conditioning, plyometric, and nutritional programs for all sports.

### PREFERRED RESPONSIBILITIES:

9. Responsible for filming and film processing of all football film.
10. Oversee purchase of all film and video equipment for the Athletic Department.
11. Secure and maintain all audio visual equipment: cameras, projectors, screens, video tape, etc. for entire Athletic Department.
12. Develop and control budget for purchase of any film, film equipment.
13. Responsible for securing and supervising all filming personnel.
14. Coordinate the use of telephones during home and away football games for the coaching staff.
15. Weight room and building maintenance work and supervision of maintenance work.
16. Perform other duties as assigned by the Director of Athletics.

### APPLICATION PROCEDURES:

Application Deadline: February 24, 1989.

Send letter of application, credentials and references to:

Gary Zwonitzer  
Director of Business Affairs  
P.O. Box 677  
Columbia, MO 65205

The University of Missouri is an Equal Opportunity/Affirmative Action Employer and administers its educational and employment programs in compliance with Federal regulations regarding non-discrimination, including Title IX.

## INTERIM HEAD ATHLETICS TRAINER BATES COLLEGE

One-year appointment 1989-90 with job starting in late August 1989. Bates has three (3) full-time A.T.C.'s and 12-15 student trainers. Head trainer will be on leave next year but is expected to return.

### REQUIRED

- CERTIFICATION:**
1. Bachelor's degree.
  2. A.T.C. or R.P.T.
  3. First aid and CPR instructor.

Send resume, other information and three (3) **current** letters of recommendation to: Robert W. Hatch, Department Chair and Athletics Director, Alumni Gym, Lewiston, Maine 04240.

**Application Deadline: March 12, 1989.**

Bates College is an Equal Opportunity Employer, and encourages application from women and minority candidates.

## The University of Arkansas

**POSITION TITLE:**  
Sports Information Director—Women's Athletics

### RESPONSIBILITIES:

1. Prepare all brochures, flyers, news releases, feature stories, schedule cards, calendars, press guides, programs, photographs and other written materials relative to Women's Athletics.
2. Maintain and edit all sport statistics, results, records and files on Women's Athletics, athletes and staff.
3. Direct and coordinate media-related events for all home Women's Athletic Events.
4. Supervise and coordinate duties of graduate assistant and student assistants in Sports Information Office.
5. Direct or assist with promotional events for Women's Athletics.
6. Travel with Women's Basketball team during season; attend all Southwest Conference Championships; and travel with other sport teams as time permits.

### QUALIFICATIONS:

1. Strong commitment to Women's Athletics.
2. Bachelor's degree, minimum (Master's degree preferred) in journalism, communications or related media field.
3. Prior experience in sports information required.
4. Experience in photography, promotions, advertising and/or marketing is highly desirable.

### SALARY:

Commensurate with experience.

### EFFECTIVE DATE:

March 15, 1989. Full-time, 12 month position.

### GENERAL INFORMATION:

The University of Arkansas is an NCAA Division I institution and a member of the Southwest Athletic Conference. We participate in women's basketball, cross country, soccer, swimming, diving, tennis, and indoor and outdoor track.

### APPLICATION DEADLINE:

March 3, 1989.

### APPLICATION PROCEDURE:

Send letter of application, extensive sports information-related resume, college transcripts, 3 current letters of recommendation and sample of professional work prior to March 3, 1989, if full consideration is desired. Send to:

Ruth Cohoon, Director  
Women's Athletics  
University of Arkansas  
Barnhill Arena, Room 215  
Fayetteville, AR 72701

CANDIDATES FOR THIS POSITION MAY BE INTERVIEWED DURING THE APPLICATION PERIOD.



## METRO ATLANTIC ATHLETIC CONFERENCE

## Assistant Commissioner

The Metro Atlantic Athletic Conference invites applications for the position of Assistant Commissioner. The Assistant Commissioner position will be directly responsible to the Commissioner for the following MAAC operations:

1. Championships
2. Compliance
3. Women's Basketball Officiating Bureau
4. Budget

The conference offices are presently located in Trumbull, Connecticut, with plans to relocate in the northern New Jersey area by May 1, 1989.

The MAAC, founded in 1980, is a Division I member of the NCAA with the following membership beginning with the 1989-90 academic year: Army, Canisius College, Fairfield University, Fordham University, Holy Cross College, Iona College, La Salle University, Loyola College of Maryland, Manhattan College, Niagara College, St. Peter's College and Siena College.

As a Division I conference, the following sports are sponsored by MAAC: Men's and Women's Cross Country, Indoor Track, Tennis, Swimming, Basketball, Men's Soccer, Baseball, Golf, Women's Softball and Volleyball.

A candidate for the position should present the following qualifications: Bachelor's degree in sports administration or other appropriate program of study; previous appropriate administrative experience; strong organizational and interpersonal skills; effective written and oral communication skills; and a thorough knowledge of and commitment to NCAA rules and regulations.

Salary range is \$25,000 - \$30,000 and will be commensurate with experience and ability. Starting date to be on or before May 1, 1989. The initial term of the appointment will be from May 1989 to June 20, 1991.

Interested applicants should file a complete resume, including academic transcripts and three letters of reference. Application deadline is March 15, 1989. Applications should be sent to:

Mr. Richard J. Ensor, Commissioner  
Metro Atlantic Athletic Conference  
35 Corporate Drive  
Trumbull, Ct 06611

The MAAC is an  
Equal Opportunity/Affirmative Action Employer.

# Texas women expect fan No. 500,000 of '80s this season

Officials at the University of Texas, Austin, are expecting fan No. 500,000 of the 1980s to enter Frank Erwin Center sometime this season...the half-millionth women's basketball fan, that is.

According to a recent dispatch from the school, 473,664 people have attended Lady Longhorn basketball games during the 1980s. And since Texas won the Division I Women's Basketball Championship in 1986, home-game attendance has averaged more than 7,000. Through the first seven home dates this season, average attendance for Texas women's basketball was 7,888.

According to **Victor A. Bubas**, commissioner of the Sun Belt Conference, the league will seek permission from the Division I Men's Basketball Committee to use a videotape instant replay for half-time and game-ending shots only on an experimental basis next season.

"It is totally unfair for a team to lose a game like Western Kentucky did this year against Jacksonville," said Bubas, "when it was clear that Western Kentucky had won the game in the first overtime." A tip-in at the buzzer that would have won the game for Western Kentucky was disallowed, and Jacksonville eventually won the contest.

**Jerry A. Miles**, executive director of the American Baseball Coaches Association and former NCAA director of men's championships, has announced plans to publish the first-ever ABCA directory. "Baseball Market Place/The Official Directory of the American Baseball Coaches Association" will be published in late April by New Jersey-based Sportsguide, Inc.

For more information on this reference source for the 6,000-member ABCA, contact Miles at P.O. Box 3545, Omaha, Nebraska 68103-0545 (telephone 402/733-0374).

From the January 31, 1989, issue of the Iowa City Press-Citizen comes the following, which was excerpted from a story written by **Matt Trowbridge**:

The University of Iowa track team is faster than a speeding thief who can't leap a snow fence in a single bound.

The Hawkeyes, who were boarding a bus outside the University of Iowa Field House (January 28) en route to the opening meet of their indoor season at the University of Northern Iowa, captured a purse snatcher after a young woman screamed for help.

Sprinters **Louis English** and **Rod Chambers** and assistant coach **Larry Wiczorek** caught a Davenport Iowa, man, after a 400-yard chase.

"We were chasing him and gaining on him when he took off like he was going to do a head-first dive over a snow fence," Wiczorek said. "He landed on the fence and went right down. Then, boom, we were right there."

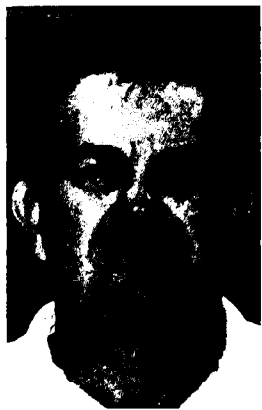
High jumper **K. P. Lansing**, who arrived with the second wave of the track team, criticized the man's jumping ability. "He had about a one-inch vertical jump," Lansing said.

Lansing also questioned the judgment of the man, who was charged with second-degree robbery and was held on \$10,000 bond.

"I told him, 'Hey, man, you picked the wrong guys to run from—the Iowa track team.'"

Lansing and Co. defeated Northern Iowa, 67-44, later that day.

**Gene Mahaffey**, head men's basketball coach at Ohio Wesleyan



**Gene Mahaffey**

University, earned career victory No. 400 February 1 when his team defeated Denison University, 83-65. "We tried to treat it just like any other game," said Mahaffey, 56, who is in his 21st season as a head coach. "But with all the newspaper and TV coverage, and a party and things, it was kind of like a tournament game."

Trivia Time: Who won the 1988

Division III Women's Indoor Track Championships team title? Answer later.

From the January 30, 1989, issue of Southland Week, the newsletter of the Southland Conference:

Close games, especially those that go overtime, sometimes are called "heart stoppers." Researchers at (the January 26) Stephen F. Austin State University-Northeast Louisiana University women's basketball game say heart-stopping is a misnomer.

Proof came when Ladyjack head coach **Gary Blair** and his assistants, **Candi Harvey** and **Nell Fortner**, agreed to be wired to heart-rate monitors during the game. **Dr. Carolyn Mitchell** of SFA's department of health and physical education directed the project.

A video camera was used to record the coaches' behavior, and a second camera recorded game action to help determine reasons for

heart-rate fluctuations.

The results?

Blair's heart rate increased when his team was on defense, while the rates of Harvey and Fortner went up when the Ladyjacks had the ball.

When the **Silvio O. Conte Forum** is dedicated at Boston College February 18, those in attendance also

## Briefly in the News

may be able to recognize the facility's 100,000th fan, who is likely to be in attendance for the men's basketball game between Boston College and Georgetown University.

According to school officials, more than 80,000 fans already had passed through the forum's turnstiles for basketball and ice hockey games as of February 1. Notably,

they had spent over \$350,000 on concessions and over \$100,000 on gifts and souvenirs.

Kings College athletics officials recently donated \$650 to the St. Vincent dePaul Kitchen in Wilkes-Barre, Pennsylvania. The money represented proceeds from the first Lady Monarch basketball tournament, which was held over the holidays.

Augsburg College's football team returned from its exhibition football trip to Australia and New Zealand undefeated (see Briefly in the News, January 18, 1989). The Augies defeated the New Zealand Warriors, 23-0, January 21 in Auckland, and the Australian national team, 49-6, January 28 in Melbourne.

Trivia Answer: Christopher Newport College won the 1988 Division III Women's Indoor Track Championships team title.

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Publication Date: April, 1989.

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