The organizational history of the Ontario Federation of School Athletic Associations (OFSAA), 1948-1975.

Paul Iden. Webb

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THE ORGANIZATIONAL HISTORY OF THE ONTARIO
FEDERATION OF SCHOOL ATHLETIC
ASSOCIATIONS (OFSA) (OFSA)
1948-1975

by

Paul Iden Webb

A Thesis
submitted to the Faculty of Graduate Studies
toward the Faculty of
Human Kinetics in Partial Fulfillment
of the requirements for the Degree
of Master of Human Kinetics at
The University of Windsor

Windsor, Ontario, Canada
1978
ABSTRACT

THE ORGANIZATIONAL HISTORY OF THE ONTARIO
FEDERATION OF SCHOOL ATHLETIC
ASSOCIATIONS (OFSSA)
1948-1975

by
Paul Iden Webb

This study brings together the basic research procedure and methodologies of history and administrative science to analyze the growth and development of one of the oldest provincial high school sporting organizations in Canada: The Ontario Federation of School Athletic Associations (OFSSA) from its inception in 1948 through 1975. Cluster analysis was the statistical technique employed to analyze the quantitative data available from 1948-1975 to determine symmetry or asymmetry with Daniel Katz and Robert L. Kahn's stages of development for organizations. The following stages of growth were analyzed and discussed in OFSSA's development:

1. The Embryonic Stage from 1948 to 1952 aimed at service for the organization. In this era there was the common felt need amongst educators to initiate a formal organization to service high school sport. The organization existed as a loosely knit one with the major emphasis being the setting up of competition and identifying or institutionalizing goals and ideals.

2. The Primary Stage from 1953 to 1957 aimed at developing a formal
organization. The major emphasis was on the formation of an administrative structure of an Executive, Board of Directors and Legislative Council and obtaining funds from the government and other sources.

3. The Stable Stage from 1958 to 1962 aimed at implementing administration of the organization. Here the concern was with general management of conflict administration so a Board of Reference was formed to deal with any disputes within the organization.

4. The Stable-Elaborate Stage from 1963 to 1968 saw increased emphasis on publicity. The organization was concerned with telling the general public what it was doing through the use of media and publications.

5. The Elaborate Stage from 1969 to 1975 witnessed initiation of extensive research and development to evaluate current transactions and forecast the future. During this period a dual study was commissioned by the Ontario Ministry of Education and was undertaken by Queen's University, Kingston, Ontario and the University of Windsor, Windsor, Ontario to determine whether high school sport was fulfilling the avowed objectives set up in 1952 by the Ministry of Education.

The Sports Institute Research (SIR) model and the Change Agent Research (CAR) methodology was used to record the events of these eras. In addition to the Cluster Analysis content analysis of the minutes of OFSAA and qualitative data obtained through interviews with prominent leaders and members of the organization, substantiated the quantitative data obtained.
A micro-analysis of OFSAA was also undertaken. Regression analysis was the statistical technique used to examine the budget. With regard to the total revenue of the organization the following tentative conclusions were reached. The important variables for a deflated budget were the number of schools, school children and a lagged budget. Schools appeared to be the most significant variable. The important variables for an inflated budget were a lagged budget, sports lagged and unlagged and the number of regions.

"Summary, Conclusions, and Recommendations" are contained in the final chapter which recapitulates, evaluates the research approach, and suggests further research.

This study supports the Sports Institute Research (SIR) model and the Change Agent Research (CAR) methodology as a viable instrument for analyses of an athletic organization, and substantiates the theory of Katz and Kahn, which suggests organizations pass through identifiable stages or cycles.

The administrative structure and the goals of the organization remain basically the same over time although there are definite changes in leadership. There are certain problems which persist over time such as whether the organization should be a "controlling" or "co-ordinating" body and the continued growth of member associations while other problems emerge in later years such as the question of the "elite athlete".

Most notable among recommendations for future research in education was the comparison of OFSAA with a similar type of organization in another country. The statistical techniques of cluster analysis and regression analysis could also be used on other sporting
organizations to trace their growth and development and possibly project for the future. Thus the SIR/CAR way could be made more efficient and effective by initiating a study with quantitative data to identify eras, and then elaborate the analysis by audio-interviews and the use of qualitative data.
ACKNOWLEDGEMENTS

I wish to convey my appreciation to those members of the Ontario Federation of School Athletic Associations (OFSAA) without whose help this thesis would not be possible. In particular, I would like to thank Mr. N.A. 'Pete' Beach and Mr. G. 'Bev' Goulding who provided me with the minutes and other materials of the organization. In addition, I would further like to thank Mr. N.A. 'Pete' Beach for acting as a reader and for giving me insights which were invaluable in substantiating data I already had. Their contribution to my education extends well beyond the confines of this thesis.

I would also like to thank Dr. A. Metcalfe for the help he gave me at the beginning of this thesis when I was formulating ideas in his History of Canadian Sport class. My thanks also extend to Ms. A. McDonald and Mrs. M. Tyler for their help and time in typing the final product.

My sincere appreciation is extended to Dr. Ralph Cowan for his valuable inputs and contribution particularly in the statistics field, and to Dean Pat Galasso for his advice and thoughts particularly during the final stages of this thesis.

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CHAPTER I

THE ORGANIZATIONAL HISTORY OF THE ONTARIO FEDERATION OF SCHOOL ATHLETIC ASSOCIATIONS (OFSSA):

IDENTIFICATION OF NEED AND STATEMENT OF THE PROBLEM

Times have changed and the realization has grown that there is a need to have a greater understanding of Canada and its historical development. In 1958, there was the feeling that Canada lacked a national history and feeling of the past.

We have as yet no national history, and no genuine consciousness of the past. Even our political biography is sparse because Canadian statesmen have succeeded in shrouding themselves in obscurity. . . . What is needed is positive direction in all fields in historical work, archives, libraries, publications, exhibitions, and commemorations.¹

This resulted in a cause-effect situation. By 1977, there appeared to be a change in direction in this situation due to a greater interest in Canadian studies which has developed over the previous twenty years.

There is probably no more active area of curriculum development in Canada than Canadian studies. In the social science and social studies areas there is substantially more Canadian content and orientation than there was a few years ago. There has been a perceptible increase in the teaching of Canadian literature, music, and art and in interdisciplinary studies. Despite perennial economic and foreign ownership problems, there is a cultural boom in the production of Canadana in all the media.²

It is timely therefore to undertake a study of the organizational growth and development of the Ontario Federation of School
Athletic associations. The author hopes that a greater understanding may be developed of this sporting organization in particular and other school sporting organizations in general which have their roots in Canada.

Ontario Federation of School Athletic Associations

Traditionally, the Ontario Federation of School Athletic Associations has been regarded as one of the strongest and most influential high school athletic associations in Canada. The present federation is an outgrowth of attempts in the early 1930's to co-ordinate the interschool athletic activities of the schools of the then existing secondary school athletic associations. Some groups of city schools had formed organizations as early as 1905 (Toronto Secondary Schools Athletic Association - September 27, 1905). There is evidence that Hamilton, Ottawa, Windsor and London also had school sport activities on an organized basis during the first decade of the century.

Organizations of schools in larger geographic areas were formed in the early 1920's. The first of these, perhaps was the Western Ontario Secondary Schools Association that came into being in September 1920. Helen Gurney who was associated with OFSAA from 1952-1977, stated that this association was the oldest coeducational association in Canada, and it was reported to be the oldest in North America. By 1929 associations had been formed in Northern Ontario and Eastern Ontario as well as in Hamilton. The Central Ontario Secondary Schools Association was formed in 1929 and its Constitution stated:

Membership shall be open to all secondary schools within the area bounded by MOSSA; NOSSA; and EOSSA; with the exception of those schools in the Toronto and Hamilton areas.
In 1933-34 an attempt took place, spearheaded by officials of WOSSA (A.E. Miller - London; F.C. Asbury and G.R. Allan), to co-ordinate interschool athletic activities at both the provincial and national level. A Canadian Secondary Schools Association (CSSA) was formed with provision being made for provincial secondary school associations to be named as "Divisions." At the time of formation the CSSA secured affiliation with the Amateur Athletic Union of Canada and these "Articles of Alliance" were signed on December 12th, 1934.

According to records Manitoba and Nova Scotia showed some interest, but it would appear that only Ontario ever actually joined and paid fees. The Ontario Division of the CSSA loosely co-ordinated the activities of the existent school athletic association from its inception in 1933 to 1947.

In 1944 an attempt was made by A.E. Miller on one of the organizers of the CSSA to re-vitalize the organization. (Mr. Miller at that time was Principal of Central C.I. in London). A letter was sent to secondary school personnel in all provinces pointing out the advantages of the CSSA and asking for comments. There is no record of any action having resulted.

The minutes of a meeting of the Executive of the Ontario Division of the CSSA dated May 31, 1947 contains the following, "Notice of Motion" for the next Annual Meeting:

MOVED (W. Parker/C. Box) That the name of this Association be changed from CSSA (Ontario Division) to "Ontario Athletic Division of the CSSA."

This motion was carried unanimously.

Throughout the balance of 1947 and on into early 1948 there
were meetings that gave consideration to many aspects of the school athletic programs of the province.

Under date of March 20, 1948 the Physical Education Branch of the Department of Education sent a letter to the Executives of the school athletic associations calling a meeting for March 30, 1948 to discuss among other things:

1. Assessing the value and function of the present organizations;
2. Outlining a policy which would govern Ontario high school athletic activities;
3. Reorganizing or expanding the present organizations or planning a provincial organization;
4. Discussing the possibilities of a more practical area distribution for each of the present associations.

Following this meeting and others that grew out of it, OPSSA was formed. A Board of Directors was appointed and commissioned to "conduct the activities of the Federation for the school year 1948-1949 and to make arrangements for the drawing of a Constitution."

From its inception, OPSSA was the major athletic association responsible for coordinating provincial athletic competition amongst Ontario schools. This responsibility has lasted until the present day.
Need for the Study

An organizational history relating the growth and development of an athletic association which employs models from Administrative Science should provide valuable information to the organization itself as well as to the members of all regional and local secondary school sport/athletic associations. Practically speaking, this should assist the administrator in understanding the present day organization, in perceiving its conflict, problems, in managing these problems, and also in directing this organization towards the realization of its goals. Research in the area of conflict and change in the organization over periods of time can perhaps bring about a greater understanding of and sensitivity to the disruptive forces, which produce conflict and prohibits change within athletic associations. In this way, the body of knowledge in administrative theory will be enhanced as practicing administrators will have at their disposal a theoretical framework by which to perceive potential problem areas. Conversely, theoreticians will have their theories tested in the real world and will benefit from the 'wisdom' of professional practitioners.

In addition, very little has been done in the way of systems analysis of Secondary School Athletic Associations in Canada or the U.S.A. (beyond analysis of technical skill) or in the way of indepth analysis of administrative decision making and general public image of school sport/athletics. Richard Moriarty and William Campbell Innes have studied Canadian University Athletic Associations but
little has been done with Secondary School Athletic Associations.

The Ontario Federation of Secondary Athletic Associations (OFSAA) is the largest and one of the oldest Provincial Secondary Schools Athletic Associations in Canada with the Nova Scotia High Schools Athletic Association (NSHSAA) being the oldest. Therefore, OFSAA seems to be a logical choice to have its growth and development analysed and recorded. OFSAA, despite its contribution to school sport, has not had its History thoroughly researched. Presently many of the men and women who have played such an important role in Ontario Secondary School Athletics are at retirement age. These organizers and administrators possess a wealth of experience and valuable information which should be collected and analysed before it is lost forever. This study could be worthwhile as it would publicize the experiences and insights of these leaders which could possibly serve as a guide for current transactions and future development of Secondary School Athletics in Canada. Finally, a study of this nature would stimulate similar research on other Secondary School Associations in Canada. In this way the greatest benefits could be derived for Secondary School Athletics in that they would be more effectively and efficiently administered.

In addition, there is a felt need for the study because:

1. An analysis of the organizational growth and development of High Schools Athletic Associations has not been completed before in Canada.

2. This study will test the Sports Institute Research (SIR) model and Change Agent Research (CAR) method to see whether it is applicable to a High School Athletic Association.
3. It could provide the base for future studies in High School Sport.

4. A base could be made for a future study on a comparative basis, e.g. a Canadian and an Australian High School Athletic Association.

5. It would blend models and methods of History and Administrative Science utilising quantitative and qualitative data in analyses and interpretation.

Statement of the Problem

The purpose of this study is to investigate and analyse, quantitatively and qualitatively, the organizational history of the Ontario Federation of School Athletic Associations (OFSAA). Furthermore, this study will attempt to determine whether OFSAA's organizational history follows the same stages of growth or cycles of conflict as the organizations studied by Daniel Katz and Robert Kahn, and Ralph M. Stogdell, respectively. These studies were based mainly on business and government organization studies.

Katz and Kahn developed the concept that each organization passes through distinct stages of development -- the Primary stage, the Stable stage and the Elaborate stage.

The Primary Stage

Common people with a common goal working co-operatively for a common cause. A general grouping of people coming together setting a goal and means for the organization. The major sub-system is Production or Service for the primary beneficiaries of the organization.

The Stable Stage

The difference between the Primary and the Stable Stage is that
an umbrella form of management has now come into being. There is a
need for a reliable performance and effective co-ordination of roles.
A Management subsystem evolves focusing on authority structure and/or
strong leadership. A Maintenance subsystem aimed at socialization,
administering rewards and sanctions, and mediating between the demands
of the member institutions and the requirements imposed by the
heightened production structure. The interface of maintenance and
tightened production service clashes with individual needs and
produces an informal structure.

The Elaborate Stage

An Elaborate organization develops as a result of the inter-
action of the management system with the environment leading to the
development of Boundary and Adaptive subsystems. The Boundary
subsystem is aimed a procurement, disposal and public relations
structures. The Adaptive subsystem conditions the organization to the
changing environment through gathering information, research and
planning for future development.  

After twenty years of intense empirical research on a wide
range of organizations and leaders including economic (businesses),
maintenance (hospitals), Ralph M. Stogdell and his colleagues in the
Ohio State Leadership Institute came to the conclusion that
organizations and the men involved in them are quite similar in time
and over-time.  

Stogdell and his associates confirmed the theory that:

Organizations, if they survive for any length of time,
be exhibit cyclical periods of growth and decline. They often
experience difficulties and hardship in the early stages of
development, then exhibit a period of revitalization,
reorganization and growing achievement. After reaching a period of peak achievement, they begin to weaken and experience serious difficulties. Under extreme deterioration they either dissolve, are absorbed, or become rejuvenated and start a new cycle.19

Significant Questions to be Investigated

1. Does OFSAA's organizational history follow the same patterns of growth or cycles of conflict as the organizations studied by Katz and Kahn, and Stogdell?

2. What were the significant problems encountered by the members of OFSAA throughout its growth and development?

3. Was organizational conflict present within OFSAA, and if so what or who caused it?

4. Did OFSAA change organizationally, and if so what caused the change?

5. What contribution does the SIR model and CAR methodology make to the study of organizational history when applied to a secondary school athletic association such as OFSAA?

Delimitations of the Study

Boundaries of this study are listed below:

1. Items included in the chronology of events, the individuals listed and the trends presented will be included only because of their relevance for organization and leadership in the association.

2. Extraorganizational, political, economic, social, religious and cultural variables will be included only insofar as they influence the organizational structure of the organization.

3. Institutional variables, development of various associations, schools, number of children, individual sports, budget and members of the Legislative Council will be used for the quantitative
analysis where the Cluster Analysis technique is employed. Qualitatively they will be mentioned only when they affected changes in the structure of the organization.

Limitations of the Study

In this study an elite sample has been selected. It should be understood that typical responses are not being sought from Provincial or Association level administrators. Rather the purpose is to seek out individuals with a reservoir of experience who could be of tremendous value in increasing the awareness of the important influences within the association.

A further limitation of this study may be due to the fact that not all organizational events are written into formal minutes. However, this apparent weakness should be counterbalanced by using the Semi-Directed Focused Interview (SDFI) technique. The information which is obtained from the interview will provide a check for the minutes, and furthermore, reveal significant events which are not indicated in the written records.

This study may also be at a disadvantage because of the nature of the methodological approach. Some criticism may be voiced against this method because the conclusions are tenuous. This criticism is not an uncommon one with any ex post facto research. However, the aim of the study is to collect and analyse with the use of a theoretically based conceptual apparatus the existing information concerning the growth and development of a particular athletic association. A macro approach was considered the best approach to use in a survey exploratory study at the present time. In the future
further studies could well utilize a micro approach and look in a more definitive way at significantly different aspects of the organization identified by this study. This study may be limited in its ability to generalize beyond the population of the study. The individuals who have been interviewed were selected by the investigator. Some bias may enter into the information. However, it should be understood that typical responses are not being sought. Rather the purpose is to seek out individuals with a reservoir of experience which could be of tremendous value in increasing the awareness of the important influences within the association.

Definitions

The Ontario Federation of School Athletic Associations (OFSAA)

An independent organization operating a program of interschool sport at the provincial level and functioning as a co-ordinating, regulating and planning body for interschool sport in Ontario. OFSAA operates with the expressed approval and cooperation of the Ministry of Education in Ontario.

Interschool Sport

Organized games and leagues involving both individual players and/or teams from various secondary schools or regional associations in the Province of Ontario.

Cluster Analysis

Cluster Analysis was the analytical tool employed in determining the stages of growth of OFSAA. A cluster is defined as a group of entities which are alike, and entities from different clusters are not alike. In Chapter II, Research Design and Methodological
Procedures, the cluster analysis employed for OFSAA is further defined and discussed.

**Multiple Regression Analysis**

This is the instrument used for analyzing the budget of the organization in Chapter VIII. Multiple Regression Analysis is involved in predicting one variable, called the dependent variable, based on a number of independent variables. \(^{22}\)

**Organization of the Thesis**

The thesis is divided into six chapters. In Chapter I, a need for the study was established, leading to the statement of the problem, and the significant questions which were investigated in the research. The chapter also included the scope and limitations of the study, and as well, several terms were defined.

In the second Chapter, the research design and methodological procedures will be examined. The research model employed is described together with the sources of data, the data gathering procedures, the sample of subjects for the interviews and the instrumentation used. The cluster analysis technique is described and the analysis is given so that the stage is set to relate the stages of development of OFSAA in the following chapters.

Chapter III gives the first stage of growth of the organization called the Embryonic Stage from 1948 to 1952. This chapter and the ones following up to Chapter VII, relate the structure of OFSAA, the individuals involved and the trends and conflict of the organization as identified by the model. Chapter IV gives the Primary Stage of growth from 1952 to 1957, Chapter V the Stable Stage from 1958 to 1962,
Chapter VI the Stable-Elaborate Stage from 1969 to 1975.

The thesis then moves from a macro study to a micro study. Having obtained a broad conceptual view of the organization one variable is then analyzed in Chapter VIII. Total Revenue is examined using multiple regression analysis. This involves predicting the budget from a number of independent variables namely, the budget lagged, the number of sports, the number of schools, the school population, the number of regions associated with OPSAA and the number of members of the Legislative Council.

Chapter IX is the final chapter which outlines action, summary, recommendations, and conclusions. It also suggests further research which may be conducted from this study.
FOOTNOTES


3. Hereafter the association will be referred to as OFSAA.


5. Hereafter the association will be referred to as TSSAA.


7. N.A. Beach, op cit.


10. Letter sent by the Physical Education Board of the Department of Education to the Executives of the School Athletic Associations, March 20, 1946.


16 Daniel Katz, and Robert L. Kahn, *op. cit.*, pp. 78-86.

17 Ibid, pp. 78-86.

18 Ralph M. Stogdell, and Alvin E. Coons, (eds.), *op. cit.*

19 Ibid.


CHAPTER II

RESEARCH DESIGN AND METHODOLOGICAL PROCEDURES

Research in the administration of university and high school athletics has been to a great extent microscopic, that is, investigations have tended to focus on specific technical matters such as scheduling, facility development, travel procedures, and legal liability. While this type of research has been valuable to all who administer programs in athletics, very little attention has been given to the more general questions facing athletic associations. In other words, few investigators have examined either cross-sectionally or longitudinally the administrative behaviour at the decision making (management); socializing (maintenance); public image (boundary) or evaluative policy (adaptive) levels of these organizations or the manner in which these associations manifest themselves to society. Many reasons could be suggested for the direction which research has taken in sport/athletics. Burns offers a plausible explanation for the paucity of organizational history as he writes:

The study of behaviour over time in terms of process was almost entirely neglected because of the lack of a conceptual apparatus. . . . Lack of longitudinal comparative studies especially those involving historical research seems to have led to a failure to incorporate their insights into the body of writing that makes up contemporary organizational theory.

The conceptual approach which this study has adopted is an attempt to fill this apparent void in organizational research related to high school athletics. The approach will be macroscopic in nature.
In the study an attempt will be made to analyze the general problems which are associated with organizational conflict and change in athletic associations. Some of the information concerning organizational growth and development in the organization will be secured from the athletic administrators of the associations while additional data will be obtained from minutes of the meetings. Since some of these administrators are at retirement age, there is an immediate need for an all encompassing method to analyze the multitude of organizational events before these primary sources are no longer available. Practically speaking, a conceptual approach of this kind may provide athletic administrators with some immediate answers concerning conflict and change within their associations. This is essential since it appears that high school athletics are moving at an ever increasing rate. A study which combines objective quantifiable data with subjective qualitative information may elicit insights and explanations which are closer to real life, and thus, may prove more beneficial. In addition a research model assists the investigator in effectively and efficiently handling an immense amount of varied and scattered data from a number of different sources.
Research Model

The research model utilized for the organizational analysis in the study is a modification of the molar research model conceptualized by Moriarty in his study of the CIAUC. This model can be regarded as:

A wholistic model incorporating as causal variables both the humanistic, psychological, and socially induced behaviour, as well as the technological and situationally expedient behaviour.

The molar research model in Figure 1.0 (Molar Research Design) consists of three dimensions:

1. The nomothetic, structural, situational dimension.
2. The idiographic, people, personal, positional dimension.
3. The trends, conflict identification and management of change dimension.

The nomothetic or organizational dimension examines the task, structure and control. The idiographic, personal dimension studies the administrator in terms of traits, the situation, and behaviour as decision-maker and group leader. External variables (society) and institutional variables (associations and/or schools) are considered only insofar as they affect the intraorganizational focus of attention, OFSAA.

A wholistic molar longitudinal model does not lend itself to the same analysis and presentation techniques as a fragmented microsectional model analysis and presentation technique. The comparative analysis model lends itself to a two-axis analysis and presentation:

Axis 1 - the vertical variable axis which focuses on (1) ultimate goal
Figure 1.0 Molar Research Design for Organizational History
(or mission); (3) the interaction of events such as task, structure and control with (4) individuals and groups (traits, situation and behaviour); precipitating (2) problems, issues or obstacles in the form of conflict behaviour frequently augmented by (5) social stress from outside of the organization and (6) constituent strain from within the organization leading to (7) recommended alternate management techniques aimed at (8) realigned structure and (9) reorganized individuals and groups leading to (10) change and trend. This is a cyclic process which returns at this point to (1) ultimate goal.

Axis 2 - the horizontal time sequence axis - deals with identification of eras or stages of organizational growth and development. This is achieved by analyzing the qualitative data in the following manner:

1. By looking at the long term growth or decline occurring within the data
2. Seasonal variation, or the more or less regular movement within the twelve month period
3. Cyclical movement or the swing from prosperity through recession, depression, recovery, and back again to prosperity
4. Residual, accidental or random variations including such unusual disturbances as wars, disasters, strikes, fads or other nonrecurring factors.

The quantitative data then gives the clusters of eras of development. This is achieved through cluster analysis.

The vertical axis provides for analysis and presentation of three basic clusters of organizational analysis:

1. the chronicle of events such as task (or aims), structure (or
organization) and control (or administration)

2. analysis of individuals or groups in institutions in terms of traits (or characteristics), situation (or roles), and behaviour (or expectations), and

3. the relationship of ultimate goals (or mission) and means in terms of conflict resulting from social stress or constituent strain leading ultimately to recommended changes and trends.

Emphasis in the vertical axis is on the analysis of the interface of organizational events and institution, individuals and groups, social events and constituent strain (independent - predictor or drive variable) as they produce conflict, determine change and result in trends (dependent - criterion or reaction variables). The horizontal time axis provides for analysis and presentation of the basis of clusters of data identifying eras or stages of growth and development with specific focus on the present and future. Selection of eras on the longitudinal time sequence axis is based on:

1. empirical observation of the constitution of the organization, movement of individuals and conflict areas and also

2. organizational theory identifying cycles of conflict and patterns of growth and development.
Methodology and Procedure

The methodological approach taken in the study has been indicated in Figure 2.0 (Molar Research Paradigm). The paradigm has identified specific items of information to be collected. In general, the data will be information concerning the organization, the individuals and/or groups within the association, and intra-organizational conflict and change.

The Molar Research Paradigm operationalizes the Molar Research Design. The methodology is three pronged and might be termed:
1. essentialistic organizational analysis
2. instrumental organizational analysis
3. applied empirical organizational and management science

The essentialistic organizational analysis involves methodology traditionally associated with analyzing organizations, i.e. techniques of locating and verifying data and to a lesser extent drawing conclusions from these data by means of content analysis or participant observation.¹¹

The second or instrumental organizational analysis is appropriate in view of the trend to proliferation of data, the transition from eye (read) to an eye-ear (see and/or hear) culture, the tendency to audio-visual communication and proliferation of technological aids such as the computer.¹²

The Semi-Directed Focused Interview recorded on tape and/or videotape is particularly adapted to research design in organizational analysis aimed at investigating situations in which the interviewee
Nomothetic

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<td>Environment</td>
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<tr>
<td>Formal &amp; Informal Org.</td>
<td></td>
</tr>
</tbody>
</table>

Determinants of concomitants of effects of

Time A ...... Time B ...... Time C ...... Time D ...... Time N
Task (membership, fees, sports, teams, budget)

1. Ultimate Goal → 2. Conflict/Problem → 7. Recommended Management Techniques
   Means

3. Situation ← Structure Control
   → 5. Social Stress Media

4. Individuals & Groups ← Traits Situation Behaviour
   → 6. Constituent Strain

Determinants of concomitants of effects of

Idiographic

Personal Factors
Conflicts Identification
Management
Observed/felt
Sport/Athletic Career
Professional & Educational Career

Sources
Semi-Directed Focused Interview
Interview
Content Analysis
Written opinionnaire

External

External Sec. of National & Prov.
Board Members
Principals, Public
Physical & Health Directors
Teachers, Students & Parents
Players, Competitors

CPSAA, NPHSAA
Provincial Sport Athletic Assoc.
Secondary School Association
CAHPER & AHAHPER
Local Leagues
Amateur Athletic Association

Figure 2.0 Molar Research Paradigm for OPSAA.
has been exposed to the situation previously analyzed by the investigator.\textsuperscript{13}

The third methodology suggested, applied empirical observation and management science, helps alleviate the difficult problem embodied in the establishment of categories. Since "every individual's taxonomy reflects his view of the universe,"\textsuperscript{14} the use of the macro organizational analysis model and paradigm forces the researcher to be objective and to investigate variables identified through heuristic research and/or tested by application. The use of cluster analysis along with organizational theory lead to a logico-mathematical analysis which increases the probability of discovering the world as it actually exists.

The interdisciplinary approach to organizational analysis suggested in this model and paradigm helps answer the basic question confronting researchers and organizational members: namely, "given specific events, individuals, and trends, how representative are they of the larger groups; and what kind of impact do they have, if any, on events, individuals and trends in the future."\textsuperscript{15} Not only organizational analysis variables can be accomodated but also in the open-ended model and method, cultural, ideological, financial, educational, psychological, and sociological variables can be accomodated.

Sources of Data

Much of the information was obtained by gleaning the minutes of meetings of the Board of Directors, Legislative Council and any special meetings of OFSAA. Additional information was collected by utilizing the Semi-Directed Focused Interview (SDFI) with selected members of the
administrative bodies of OFSAA, member institutions, and other individuals who have made a significant contribution to OFSAA. Other sources of information included periodicals and professional journals.

Data Gathering Procedures and Instrumentation

The minutes of the meetings of the Board of Directors, the Legislative Council and Special Meetings of OFSAA were made available through Mr. N.A. 'Pete' Beach, Executive Secretary 1957-71, and George 'Bev' Goulding, Executive Secretary 1971-77. Personal interviews were held during the 1975-76 and 1976-77 academic year. The instrumentation of the study included content analysis of data from minutes and published sources and the Semi-Directed Focused Interview (SDFI) for oral history.

Semi-Directed Focused Interview

The Focused Interview which was developed by Merton and Kendall and the Semi-Directed Focused Interview (SDFI) described by Innes and Short was found to be especially applicable to this type of research. The SDFI has many of the basic characteristics of the Focused Interview. The difference is that the interviewing techniques are far more structured and the interviewer does not have to have the depth of background as is the case in the Focused Interview.

Characteristics of the SDFI are:

1. The interviewees are known to have been involved in a particular situation e.g. have been a member of an organization and/or have written minutes or accounts.

2. The investigator has provisionally analyzed the situation (content analysis) and developed working hypotheses regarding the various
events of the situation. Here content analysis involves use of written documents (constitutions, minutes and records) and/or audio-visual sources (pictures, slides, movies, television etc.) to secure data which can be subjected to statistical analysis.

3. The content analysis leads to the formation of a partially structured interview guide or research model which contains the major areas of inquiry and which also determines the criteria for the collection of relevant information.

4. The interview focuses on the subjective experiences of the interviewee in order to ascertain his personal definition of the situation.

Content analysis is an important part of the interviewing technique. With this prior knowledge, the interviewer can distinguish the objective facts from the subjective definitions of the interviewees. Therefore, the interviewer can play a more active role in the interview by focusing upon the significant aspects of the situation. Moreover, he can introduce effective cues of the situation which will produce a comprehensive report of the responses by the interviewees. The investigator then uses the multitude of responses to test the validity of the hypotheses derived from administrative theory and the prior analysis of organizational records or data. Furthermore, the investigator can effectively determine the unanticipated responses concerning the situation, thus creating new hypotheses. 18

The interview was used to clarify the information gathered from the minutes and other written records concerning OFSAA. For the interview, general open ended questions appropriate to the interviewee were prepared.
Subjects for the Interview

The sample in this study includes various available personnel who have been actively involved in OFSAA since its creation in 1948. Semi-Directed Focused Interview have been conducted with: Dalt White, Executive Secretary 1948-52; Peter Beach, Executive Secretary 1957-71; Gordon Wright, involved as a representative of the Department of Education 1948-61; George 'Bev' Goulding Executive Secretary 1971-77; and Helen Gurney, Planning and Exchange Officer for the Ministry of Education and involved with OFSAA from 1952 to 1977.

Data Analysis

The data will have been gathered and grouped according to the model. As has already been mentioned the model clusters data on three dimensions:

1. the nomothetic, organizational, situational dimension
2. the idiographic, personal, positional dimension, and
3. the task, trends, conflict identification and resolution dimension.

The nomothetic and idiographic dimension may be considered independent variables (controlled, and structured or fortuitously seized upon) and the trend, conflict resolution dimension as the dependent variable (measured and/or analyzed). The nomothetic and idiographic are both determinants of, concommitants of and, at the same time, effects of the third dimension.

The nomothetic or organizational dimension examines the task, structure, and control. The idiographic, personal dimension studies the administrator in terms of traits, the situation, and behaviour as decision-maker and group leader. External variables (society) and
institutional variables (associations) are considered only insofar as they affect the intraorganizational focus of attention, i.e., OFSAA.

Following the gathering of data time sequence selection was employed through the use of cluster analysis. The terminology used is an adaptation of the concept and nomenclature of Katz and Kahn. 19

It is based on the assumption that each organization passes through distinct stages of development:

Stage 1 - Primary Stage with a subsystem of production or service.

Stage 2 - Stable Stage with a subsystem of management and maintenance.

Stage 3 - Elaborate Stage with an adaptive and boundary subsystem.

Cluster Analysis

Cluster analysis was the statistical research technique employed in determining the stages of growth of OFSAA. This provided the quantitative means of analyzing the data. The variables used were the number of members of the Legislative Council, the number of sports, the number of regions, the number of schools, the number of school children and a deflated budget. The deflated budget represented the total revenue taking into account the consumer price index i.e. allowing for inflation. The method used for determining a deflated budget is discussed more extensively in Chapter VIII. The variables and their values are given in Table 1: (The Cluster Analysis Variables). For example, in 1952 the number of members of the Legislative Council was twenty (20), the number of sports was four (4), the number of regions was seven (7), the number of schools was three hundred and fifty-six (356), the number of people (school children) was one hundred and forty-one thousand and ninety-one (141,091) and the deflated budget was six thousand six hundred and fifty-two dollars ($6652).
A cluster is a set of entities which are alike, and entities from different clusters are not alike. The cluster analysis technique begins by forming one cluster for each observation in the analysis. The two closest clusters are combined into one cluster, then the two closest of the new set of clusters are combined into a cluster, and so forth.21

The cluster analysis technique analyzed OFSAA with the years as the dependent variable (criterion reactor) and the number of members of the Legislative Council, the number of sports, the number of regions, the number of schools, the number of school children and a deflated budget as the independent variables (drive or criterion). The cluster map (see Figure 3: Cluster Map of OFSAA) showed the clusters of these variables. For example, the biggest break in the cluster map appeared between 1962 and 1963, followed by 1968-1969 and then 1957 and 1958. This enabled the researcher to determine the stages of growth of OFSAA.

With the cluster map is a cluster table (see Table 1: The Cluster Analysis Variables). This map is a summary of the cluster analysis performed. For each step, it prints the number of clusters; the maximum distance between two observations in a cluster, called the maximum diameter of a cluster; the number of distances within clusters (these are all less than the maximum diameter); the total number of distances less than the maximum diameter; and the ratio of the last two quantities.

If a specific number of clusters is given, the procedure will print the minimum, average, and maximum distances within and between clusters; a listing of the observations within each; and the means of
## TABLE 1

### THE CLUSTER ANALYSIS VARIABLES

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### STATISTICAL ANALYSIS SYSTEM

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### Cluster Analysis

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### Yearly Cluster Analysis

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**Figure 3** Cluster Map of OFSAA
the variables within each cluster (see Table 1: The Cluster Analysis Variables). For example, the first cluster has six years (points), a maximum distance within the cluster of 4,026,306,304, an average distance of 114603598400 and a minimum distance of 0.

For the first computer program no specific number of clusters was specified. The author analyzed the printout and found the biggest breaks in the cluster map to be between 1962 and 1963, 1968 and 1969 and 1957 and 1958 in that order. On this basis the stages of growth were determined as 1952-1957, 1957-1962, 1963-1968 and 1968-1975 (see Figure 3: Cluster Map of OFSAA). The most notable break was between 1962 and 1963, followed by 1968 and 1969 and then 1957 and 1958. This quantitative analysis was substantiated by the audio interviews and content analysis but was more definitive and discrete.
Analysis

By utilizing the SIR research model and CAR methodology the presentation and analysis for the findings focuses on the interaction of the organizational context and the individuals and/or groups of the association as they lead to change and trends.

The presentation and analysis takes the following form:

1. A record of the significant events of the association.
2. An analysis of the significant contributions of the members of the association.
3. An identification and analysis of the intraorganizational problems, trends and changes within OFSAA.

The record of events will take the form of a description of the organization's task, structure and control. Graphs and charts will be used to clarify and describe the pertinent information.

The Focused and Semi-Directed Focused Interview will be helpful in determining the contribution of the association's members. The presentation and analysis will endeavour to examine objectively the behaviour of organizers and administrators as they acted within OFSAA.

The emphasis will be placed upon the third area. Through the use of the molar research model, the investigator will attempt to elicit the trends and change within the association. Finally, recommendations will be suggested as possible solutions to problems within the athletic association.
FOOTNOTES


6. Gordon Parr, "A Sweet Disorder," The University of Windsor Review, Vol. 1, No. 2, 1965, pp. 187-191; Research in Physical Education has been predominantly molecular with the preponderance of work on minute questions. This is particularly true in analysis of athletic associations and sports organizations focusing on technical level problems and issues. See Lawrence Locke, Research in Physical Education, (New York: Columbia Teachers College, 1969).


8. The terms nomothetic and idiographic were employed by Getzel and Guba in differentiating between the institution's roles and expectations (nomothetic) and the individual's personality and needs (idiographic). In this model nomothetic is employed in its more basic etymological meaning referring to organizational task, structure and control.


11. For a complete description of the Organization Analysis Models.


21 Anthony J. Barr, James H. Goodnight, John P. Sall, and Jane T.

22 Anthony J. Barr, James H. Goodnight, John P. Sall and Jane T. Halwig, Ibid., p. 72.
CHAPTER III

EMBRYONIC STAGE 1948-52

Before determining the stages under which OFSAA fell, it is necessary to give a brief review of how OFSAA was formed. Although this was briefed in Chapter I, a summary would reorientate the reader's mind and provide a setting for the events to follow.

By the early 1930's there had developed some seven district high school athletic associations in the province. One of these seven was the Toronto Secondary Schools Athletic Association which has minutes going back to 1905. Throughout the 1930's and up until 1948 these seven associations were loosely joined together as the Ontario Division of the Canadian Secondary Schools Association. This Canadian Association actually did not function, as such. The hope that other provinces would organize and affiliate did not materialize.¹

In 1948 the Ontario Teachers' Federation set up a committee to study the total Physical and Health Education program of the schools of the province. In this same year, the seven Associations formed the Ontario Federation of School Athletic Associations, replacing the Ontario Division of the Canadian Secondary Schools Association. At this time a member of the Physical Education Branch of the Department of Education was appointed Secretary in a voluntary capacity.²

The years 1948-1952 represent the embryonic stage of development of the organization for various reasons:

1. The secretary of OFSAA worked on a semi-voluntary basis
2. No funds were made available to the organization until 1952.

3. This stage represents an initial one where the primary motivation is the setting up of goals and the placing of the organization on a sound footing.

4. The organization during these years is a loosely knit one.

The years from 1948-1952 OFSAA is a loosely knit organization. It did represent teachers and coaches who were involved with high school but it only becomes formalized and brought in with the ministry.3

5. There is a lack of quantitative data to include these years in the Cluster Analysis. For example, there were no funds for the budget until 1952.

The Formation of OFSAA

Thus in response to requests from several school athletic associations for the formation to a controlling body to govern Ontario school athletics, the Physical and Health Education Branch of the Department of Education agreed to convene a meeting on March 30, 1948 at the Hart House, Toronto for the purpose of discussing the formation of such a governing body.

The time has arrived when it is necessary to have a clearer expression of opinions on interschool athletic activities. Therefore this branch is taking the initiative in calling together interested representative organizations across the province.

Purpose
1. To assess the value and functions of present organizations
2. To outline a policy which would govern Ontario high school athletic activities
3. To reorganize or to expand present organizations or plan a provincial organization
4. To discuss the possibilities of a more practical area distribution for each of the present secondary school associations.4 (See Appendix A, Interschool Athletic Activities).
As a result of this meeting it was decided to hold another
meeting at the Ontario College of Education on June 19, 1948, to which
representatives of all organizations interested in high school athletics
would be invited to further discuss the problem.

G.A. Wright, Convener, Called the meeting to order at 9:35 a.m.
when representatives introduced themselves: Don Hewer, Ottawa
Technical School, representing the Men's Physical Education
Section of the Ontario Education Association. (OEA)

Gord Blackford, Toronto District Interscholastic Athletic
Association. (TDIAA)

Charlie Box, Western Ontario Secondary Schools Association. (WSSA)

Alex MacPherson, Sudbury High School, representing Northern
Ontario Secondary Schools Association. (NOSSA)

Ivor Wynn, McMaster University, Hamilton.
Rae Speirs, Toronto Board of Education.
William Bailey, Riverdale Collegiate, Toronto.
W.T. Laing, Wallaceburg High School, representing the Headmasters'
Association.
William Turner, Brantford Collegiate and Vocational School.
Dalt White, Department of Education.
J.E. McCutcheon, University of Toronto.
J. Griffiths representing Toronto Secondary School Athletic
Association. (TSSAA)
S. Caldecott, TSSAA.
Jack Passmore, Ontario College of Education.
Hugh Barrett, Canadian Secondary School Association. (CSSA)

Eastern Ontario Secondary Schools Association. (CSSA)

John Murray, Canadian Secondary School Association. (CSSA)
J. Laing, Orillia - Central Ontario Secondary Schools
Association. (COSSA)

Gladys Heintz, Simcoe High School.
Fred Bartlett, Quebec's University - Eastern Ontario Secondary
School Association. (EOSSA)
Ella Sexton, Department of Education.
G.A. Wright, Department of Education.
Mr. MacWilliams, Beal Technical School, London. (OA)

During this meeting a brief outline was given of preceding
developments. From a meeting of CSSA representatives, OEA
representatives and Headmasters held during the Easter holidays it was
decided that it was necessary to call a representative meeting for June 19. Since that time the policy had been discussed with senior officials of the Education Department who had approved the idea of convening a meeting for the purpose of setting up a more definite provincial high school athletic association. It was Dr. Althouse's (Minister of Education) desire that something very definite should come out of the meetings and that the Department would gladly listen to any sound plan which would be brought forward and would be in the interests of Physical Education, and at the same time would be economically sound.

The objectives of a provincial athletic association which were the result of many discussions and contributions from principals, teachers and university personnel throughout the province were then described:

1. To provide uniformity in the type of activity carried on by the schools.
2. To register and classify all schools for the purposes of setting up uniform standards of eligibility, rules, competitions etc.
3. To establish relationships with adult athletic organizations, e.g. Ontario Sports Federation, so that through these combined efforts high school players would remain with a high school organization until graduation.
4. To maintain a proper balance for the school academic programme by controlling the travelling of school teams, the number of games played, provide schools of instruction in various centres in the province, coaching schools, refereeing clinics, rating boards for referees and instructional material.
5. To keep a register of all high school officials in order to raise the standards of officiating.
6. To encourage schools to give first priority to an intramural programme which should be the basis or a stepping stone to interschool activities.
7. To provide intersectional games and tournaments to stimulate interest in all games and promote goodwill among schools.
8. To gain the support and close cooperation of all provincial universities in order that they may assist in conducting games, tournaments, coaching schools, refereeing clinics etc. 

Following the preliminary discussions Mr. A. MacPherson made the
motion that the CSSA be put aside and a new secondary school athletic association be formed. This was seconded by Mr. Hamilton of the Hanover High School. There was an amendment to the motion moved by Mr. Seright to the effect that we have confidence in the CSSA but would suggest that it be reorganized to the extent of broadening its activities and have permanent standing committees. This was seconded by Mr. W. Bailey.

Considerable discussion followed which dealt with the amendment. As a result of this discussion Mr. MacPherson withdrew the motion and Mr. Seright withdrew the amendment.

Mr. Allen then moved that members attending this meeting approve of the principal of setting up a provincial secondary school athletic association. This motion was seconded by Mr. Blackford and carried unanimously by the meeting.

During these early years OPSAA drew heavily on the U.S. National Federation of Secondary and High Schools Sporting Associations (NFSHSA) without slavishly following it.

During this period from 1948-52 the nomothetic dimension or the structure orientation of the organization was as follows:

The administrative authority of the Federation was vested in a Board of Directors elected, each for a term of one year. At this point the Board of Directors played the same role as the Legislative Council would later follow (functioning as) the policy making body.

The Board of Directors at this time was comprised of twenty members; each of the seven associations had two representatives, the Headmasters Association had three representatives and the final three positions were filled by one member from the Physical Education Branch,
one from the Women's Physical Education section of the Ontario Education Association and one member from the Elementary Schools Physical Education section of the Ontario Education Association.

The Board of Directors represents the ultimate authority in the Federation during this era. The officers and members of the Board were authorized to exercise all the powers and duties expressed or implied in the Constitution and By-laws, and were to act as an administrative board in the interpretation of the final decision on all questions arising from the direction of interscholastic activities of member organizations. In addition to this role the Board of Directors were also responsible for collecting dues and assessments, expenditures, managing surplus funds, investing funds, organizing provincial wide interscholastic activities, acting as a Board of Appeal and in filling vacancies on the Board.

The major tasks identified include the formation of the organization as such so that there is a higher structure in interschool athletics. The structure included the first President, W.A. McWilliams; the first Secretary, Dale White; a representative from the Department of Education; Gordon Wright; and seven member associations. These associations included the original ones which were loosely joined together as the Ontario Division of the Canadian Secondary Schools Association. They were:

Central Ontario Secondary Schools Association (COSSA)
Eastern Ontario Secondary Schools Association (EOSSA)
Northern Ontario Secondary Schools Association (NOSSA)
Toronto and District Inter-School Athletic Association (TDIAA)
Toronto Secondary Schools Athletic Association (TSSAA)
Western Ontario Secondary Schools Association (WOSSA)

Hamilton Interscholastic Athletic Council (HIAC)

During this period a great effort was made to bring some uniformity to the seven (7) association constitutions in order to have fair competition between them. The concern was over ages, academic eligibility and having the association finals in time to allow for play-offs at the provincial level.

Sports

In 1948 OFSAA conducted three-sport championships on a provincial basis - cross country, ice hockey and track and field. Gymnastics was conducted on an invitational basis. In 1949 basketball was added and these four sports remained as the only four sport championships conducted on a provincial basis by OFSAA until 1959.

However, the organizations interest lay in more than these sports. In 1948, for example, in a meeting held at Hart House on November 20 reference is made to football, volleyball and curling.

Most schools seemed to favour no more than five Friday rugby games, so inter-district games on Saturday would be acceptable. In basketball, it was felt that the regular schedule should end by March 10 each year. Plans are under way for a Tournament for class A schools on Friday and Saturday, April 1 and 2, in Toronto.

It was suggested that a Volleyball Tournament be held at McMaster University early in February. The team should be composed of boys who do not play basketball.

The Ontario Curling Association Schoolboy Bonspiel will again be held in Guelph on February 3 and 4. It is hoped that the University of Toronto will sponsor an Invitation Hockey Tournament in the spring.

The OFSAA requests the Districts to hold area Track and Field meets next spring with the possibility of a Provincial meet early in July. Invitation Track and Field meets are excellent and winners from them should be encouraged to go on to the Provincial meet.
Prominent Leaders

The most prominent leaders in these early formative years were undoubtedly the founders. Gordon Wright, Director of the Physical and Health Education Branch in Ontario, was the spark in igniting the formation of OFSAA.

When it was decided an organization was necessary we went to Ottawa. Ottawa wouldn't give us any money because we only operated in Ontario. We then called a meeting of all CSSA chaps and explained that we were not throwing out the CSSA but were trying to get Ontario to grow. Finally they gave in.

It was Gordon Wright as representative of the Department of Education, who was responsible for bringing together representatives for the founding meeting at Hart House on March 30, 1948.

The time has arrived when it is necessary to have a clearer expression of opinions on interschool athletic activities. Therefore this branch is taking the initiative in calling together interested representative organizations across the province.

At a meeting of OFSAA at Hart House on November 20, 1948 W.A. McWilliams of London was elected the first President of the Federation; Alex MacPherson of Sudbury the first Vice-President; and Dalt White, Secretary. These three remained in this positions throughout the embryonic stage of development of OFSAA.

Ultimate Goal and Trends

The Constitution of OFSAA as suggested for the meeting on June 19, 1948 clearly set out the aims of the organization.

This Association, through the employment of the instrumentalities here shall (a) supervise and control all of the interscholastic activities in which the member schools may engage; and (b) perform such other educational functions as may from time to time be approved and adopted by the membership.

In reality OFSAA's main interest in the formative stage was in
providing tournaments and championship competition for the various
districts of the province. This effort was largely successful.
Services were initiated - one of the best being the distribution of
Official Basketball Rule Books. For the first time, there was a
central body with limited authority. This authority was necessarily
limited due to a number of factors. Due to the geography of the
province it was impossible to hold a sufficient number of meetings or
to obtain adequate representation. This resulted in inadequate advance
planning thereby placing a heavy load on a few members. Due to a lack
of sufficient funds it was often necessary to forego certain desirable
services. Because OFSAA was not a close-knit organization policy was
often obscure and the executive found it impossible to make a stand on
certain issues.

Issues of Conflict and Problems
OFSAA Has to Deal With

During the initial stages of development there appeared to be
little internal pressure. Gordon Wright succinctly states:

I wouldn't say there was any pressure. At this point in time
there was more progress and growth than pressure.

This was not the case with external pressures from outside the
organization. Probably the major threat was that from hockey. The
Canadian Amateur Hockey Association forms were the cause of the dispute.
These "Player Agreement" forms, particularly the so-called "C" form
where the agreement between the "Player" and the "Club" which states
in part,

It is mutually agreed that the Club shall have the right to
sell, exchange, assign or otherwise transfer this contract
and the rights to the Players' services to any professional
hockey club, and the player agrees to accept and be bound by
such sale, exchange assignment or transfer, and to faithfully perform and carry out the terms of the agreement with the same as if it had been entered into by the player and the assignee club.

Evidence of the inequities of such contracts was presented on the basis of personal knowledge by all of the representatives present at the meeting on March 31, 1949. The seriousness of such exploitation in Junior A and Junior B hockey, as well as the ramifications of the practices as seen creeping into Juvenile C hockey, was apparent to all of the Principals and Athletic Directors. The influences created by such a system as that operated by the C.A.H.A. in the name of amateur athletics were shown to be impinging on the whole structure of the Secondary Schools and disastrous in most instances to the students involved.

It was unanimously agreed at this meeting that the problem was serious and fundamental and demanded the most strenuous, positive efforts of all present to effect a solution. It was agreed also that the problem might best be solved through the introduction of adequate legislation regulated through the Provincial Commissioners of Athletics and in conjunction with the Provincial Departments of Education.

Although hockey presented a major problem to the new organization, there were also other areas of concern.

Another concern was that of inter-school athletics interfering with the school programme which raised all manner of problems which OFSAA at the Provincial level tried to solve by recommending limits on the length of the playing season and limits on the number of games to be played per season, and by advocating playing with schools within a reasonable distance of each other, thereby limiting loss of school
time.

There were also fears in the early years that the new organization would "govern" and "control". At one time discussions took place re disbanding associations and having all schools directly join the new organization. It was N.A. 'Pete' Beach's belief that if steps had been taken in 1948-52 to in any way govern and control, OFSAA would never have left the "voluntary secretary" stage.

Summary

The years 1948-52 represent the formative stage of growth of the organization. OFSAA at this point in time is a loosely knit organization feeling its way and trying to establish policies which would stimulate the growth of interschool athletics.
FOOTNOTES

1 Ontario Federation of School Athletic Associations, A Brief Compiled for the Select Committee on Youth Ontario, June 1965.

2 Ibid.

3 Personal taped interview with Helen Gurney, Chief Education Planning and Exchange Officer for the Student Affairs Branch, Ministry of Education at University of Windsor, Windsor, Ontario 12 December 1976.

4 Personal letter to Mr. Peter Beach from Mr. Gordon Wright, Director, Physical and Health Education Branch, March 10, 1948.

5 Hereafter the association will be referred to as OEA.

6 Hereafter the association will be referred to as TDIAA.

7 Hereafter the association will be referred to as WOSSA.

8 Hereafter the association will be referred to as NOSSA.

9 Hereafter the association will be referred to as CSSA.

10 Hereafter the association will be referred to as EGSSA.

11 Hereafter the association will be referred to as COSSA.

12 OFSSA Minutes of the meeting of OFSSA held at the Ontario College of Education, Room 138, June 19, 1948.

13 Ibid.


15 OFSSA Minutes of the meeting of OFSSA held at Hart House, November 20, 1948.

16 Personal taped interview with Gordon Wright, Director of Physical and Health Education Branch, at his home in Allison, 17 June 1976.

17 Letter written by Mr. Gordon Wright, Director of the Physical
and Health Education Branch, March 20, 1948.

18. OFSAA The Constitution as suggested for the meeting on June 19, 1948.


20. Personal taped Interview with Gordon Wright, Director of Physical and Health Education Branch at his home in Allison, 17 June 1976.


23. Ibid.
CHAPTER IV

PRIMARY STAGE 1953-1957

The years of 1953 to 1957 represents the primary stage of development of the organization for the following reasons:

1. Funds were made available to the organization for the first time from the government beginning as of January 1, 1953.

2. The first full-time Executive Secretary of OFSAA Mr. Charles Box, formerly of Western Ontario Secondary Schools Association (WOSSA) was appointed as the minutes of OFSAA state:

   The Minister of Education, the Honourable Dr. W.J. Dunlop, has approved the granting of special funds for a three year period to the Ontario Federation of School Athletic Associations to enable that organization to tackle the problem with vigour. The Federation has appointed Mr. C.V. Box as its full-time Executive Secretary. Mr. Box was formerly the Secretary of Western Ontario Secondary Schools Association (WOSSA); he assumed his new duties on January 1, 1953.

3. The end of the stage (1957) coincides with the end of Mr. Box's term as Executive Secretary and the appointment of a new Executive Secretary in the person of Mr. M.A. 'Pete' Beach.

4. Financially, OFSAA's total revenue increases from $6,652 (deflated) in 1952 to $17,979 (deflated) in 1957. By 'deflated' the consumer price index is taken into consideration so that a base year is used and each years figures are equivalent to each other in that they have allowed for the growth factor of inflation.

5. A new region was added to the organization in 1957 bringing the total number to eight.
6. This stage represents greater stability mainly through the stronger financial situation resulting from the annual grant from the provincial government. The aims and goals and problems relating to rules and regulations were more firmly developed. A new administrative structure came into being and the two major determinants were the environmental pressures such as common environmental problems and the characteristics and needs of constituents as shown by the recognition of OFSAA's position in terms of its member Associations. This interaction generates task demands soon met by appropriate production or technical structure.

The entry into the primary stage of development marks a critical period in the organization's history. This era sketches the story of OFSAA, its founding representatives, and the early problems and conflicts.

Task, Structure and Control

This period marks the establishment of comprehensive aims and objectives for the organization. In a Memorandum to Elementary and Secondary School Principals under the signature of the Deputy Minister, and dated January 26, 1953, will be found the following paragraphs.

It has been decided that the Ontario Federation of School Athletic Associations is an organization particularly well fitted to increase the benefits and reduce the ills of interschool athletics in the province.

The Federation is assured of the full co-operation of the Department of Education, and will put all its resources at the disposal of principals and teachers to assist them to develop a suitable policy of school athletics at the elementary and secondary levels. ²

From this was developed a comprehensive set of objectives
which were as follows:

1. a practical athletic code for schools, which can be implemented by headmasters, physical education teachers, coaches and students, with a positive benefit to the student's general development and education achievement;
2. a thorough investigation of the advantages of conference or tournament schedules as compared with the usual league arrangements;
3. the organization of school athletics to provide a stimulating experience for all pupils rather than increased specialization for the few;
4. the utilization of the services of physical education teachers and coaches to provide special training, at the community level, for coaches and officials;
5. a close liaison with provincial sports governing bodies, community organizations, and service clubs with respect to the participation of school students in athletics.3

In regard to the above objectives it was found that numbers two (2) and four (4) were not practical. There was an attempted investigation of conference play but it was not acceptable.4 The thought was to have close in schools play conference groups entirely separate from any OFSAA play. The schools would enter OFSAA competition which could be set up in tournament form (eight (8) schools in a tournament and the winners of each tournament would go into the next round play). It would start with two hundred and fifty-six (256) schools or more and get down to the final eight (8) for the OFSAA championship Tournament. However, no association wanted anything to do with it.5 As far as teachers helping community programmes it was felt that teachers working in interschool programmes did not have time to contribute.6

In 1952, OFSAA began to operate under a Legislative Council (see Figure 4: Members of the Legislative Council of OFSAA 1948-1975).

The Provincial Legislative Council are the representatives of the district associations and of the schools within the district associations, together with representatives of other agencies hereinafter mentioned (i) unless otherwise indicated the President and Secretary of the district association shall be the representatives to the Council.
Figure 4: Members of the Legislative Council of the Ontario Federation of School Athletic Associations (OFSA) 1948-1975.
Figure 5: The Number of Secondary School Children in Ontario 1948-1975.
(ii) the Headmasters' Association may appoint three representatives.
(iii) each of the Physical Education Branch of the Department of
Education, the Women's Physical Education Section of the Ontario
Education Association, and Elementary Schools Physical Education
Section of the Ontario Education Association may appoint one
representative to the Council.
(iv) any substitute or proxy for these representatives must be
indicated in writing to the Federation Secretary.

In interpreting this data on the basis of seven district
associations, there would be fourteen councillors representing these
districts. In addition, there was three Headmasters, one Department
of Education representative, and two others, one representing the
Women's Physical Education Section of the O.E.A., and one from the
Elementary School Physical Education Section of the O.E.A., making a
total of twenty. The O.E.A., Headmasters, and Department's represent-
atives were named by their respective associations and the Department
at the request of OFSAA.

The role of the Council was to consider and deal with all matters
of policy and principle affecting the students, schools, school
associations, and the Federation. It also had to determine the policies
and establish principles for the conduct of school athletic and sports
programmes. As far as its relationship with the Board of Directors
was concerned the Legislative Council was to empower the Board to
transact the Federation Business in the interval between meetings of
the Council and was too give such direction as would seem advisable.

Associations

Six of the original founding members of the Federation were still
affiliated. Central Ontario Secondary Schools Associations (COSSA),
Eastern Ontario Secondary Schools Associations (EOSSA), Northern
Ontario Secondary Schools Associations (NOSSA), Toronto Districts
Inter Athletic Associations (TDIAA), Toronto Secondary Schools Athletic Associations (TSSAA) and Western Ontario Secondary Schools Associations (WOSSA). Hamilton Inter Scholastic Athletic Council (HIAC), a founding member, was not during this time affiliated. HIAC came back into OFSAA by application at the 1962 Annual Meeting.

Two new associations were authorized in 1956 -- SOSA, formerly part of COSSA, and CWOSA formerly part of WOSSA. During this time the Ottawa HSAA also put a request into OFSAA for separate Association status which had the blessing of COSSA, of which they were a part. The Superior Secondary Schools Athletic Association, which comprised the schools of Port Arthur - Fort William, also asked for affiliation with the Federation (see Figure 6: The Number of Regions Associated with OFSAA 1948-1975).

The reason for the HIAC not being affiliated with OFSAA at this time was the result of a dispute which had taken place between the two bodies concerning autonomy.

The basketball motion passed by the OFSAA Directorate at its meeting, January 28, 1956, provided the fuel for the lighting of the fire.

To uphold the agreement with the OBA, all "A" schools (which have not submitted OFSAA Basketball playing certificates) are to be advised that, if they wish to continue in basketball competition this year, the OFSAA certificates must be signed by each player and filed with the OFSAA Secretary by February 11, 1956.

Generally speaking, there was almost 100 per cent co-operation in this medium of directing basketball and young players into good education practice. However, as far as the HIAC was concerned they were not in agreement believing in their own autonomy. N.A.'Pete' Beach states succinctly the reasoning of HIAC.
Figure 6: The Number of Regions Associated with the Ontario Federation of School Athletic Associations (OFSAA) 1948-1975.
The basketball motion is what took HIAC out of OFSAA. They did not want any control beyond their own as far as the eligibility of players was concerned.9

Gordon Wright further elaborates on the situation by stating:

The cities wanted their own autonomy. Further withdrawals could easily have led to the death of OFSAA.10

HIAC did not withdraw officially until after Queen's invited Delta (a member school to HIAC) to play in an Exhibition Tournament in Easter of 1956. This invitation was an error on Queen's part as they knew schools that had not signed certificates could not play in OFSAA approved tournaments. When the invitation was withdrawn after initially having been accepted then and only then did HIAC withdraw from OFSAA.11

**Sports**

During this primary stage there remains four sports conducted by OFSAA on a provincial championship basis (see Figure 7: The Number of Sports at OFSAA Championship Level 1948-1975). They are cross country, ice hockey, track and field and basketball. However, although this is the case, there was a tremendous growth in competition, organization and results. This is clearly illustrated in the minutes of the annual meeting held at Queen's University at Kingston on June 16, 1956.

This report is not going to dwell upon the actual activities. Suffice it is to say that in all events sponsored by OFSAA, with the exception of volleyball there was improvement in competition, organization and results. The trend to emphasize direction of the activities toward, and in keeping with good educational policies is strengthening the status of not only this Federation, but of Secondary School physical education and athletics, generally. So far as Volleyball is concerned, only three entries were received and the tournament was cancelled.12
Figure 7: The Number of Sports at the Ontario Federation of School Athletic Associations (OFSAA) Championship Level 1945-1975.
A general summary of the type of activities and sports conducted by OFSAA is given in the minutes of the Annual Meeting held at McMaster University, Hamilton, Ontario on Saturday, December 3, 1955.

The vast improvement in the organization of the Football Tournament, made this past tournament the most successful one yet. The new method of billeting visiting teams with schools, the follow-up survey, all tended to improve the project.

Then too, the cooperation of the school superintendents in using this project as an educational means to bring home to youngsters, their true responsibility for the less fortunate, created a better atmosphere for the tournament. These games are now serving as a medium for a new approach to education.

Last Spring’s basketball tourney in Niagara was excellent. In some ways topping the Windsor games, which is understandable, since it had the Windsor games as a guide. Financially, it just made ends meet. For that, however, we are grateful.

The invitational volleyball, ski meets and the track and field day in May all proved successful. At a future meeting, there should be a closer look at the Ski Meet and the Volleyball Tournament, to determine where we expect to go with them.

Probably one of the outstanding sporting events of this era was the Red Feather Football Tournaments mentioned above which was conducted every year since its inception in 1948. OFSAA through its Red Feather Committee developed a code for players and coaches which followed the general aims and goals of OFSAA itself as far as the development of children were concerned. In an address to the fourth annual Red Feather Football Tournament competition at a civic luncheon in Eaton’s Georgian Room on Staurday, October 25, 1952, Mr. L.S. Beattie, Ontario’s Superintendent of Secondary Education said:

The trait of good sportsmanship is one which all of you should covet and cultivate; good sportsmanship will restrain us from breaking laws or from trespassing on the rights of others. I know all of us who have developed some sense of fair play are disgusted with the trend in certain sports towards a type of behaviour and deliberate rough play which panders to the lower passions of too many spectators.

This Red Feather Tournament, however, is a demonstration of how the sport of football may contribute to a higher cause than even that of personal development or good sportsmanship. It has been a demonstration of co-operation between business and
education; an illustration of group action in rendering service to those whose needs are greater than our own. Not only have you given us an exhibition of good football, but you have shown us you are prepared to make the extra effort, to go the second mile in service of others.  

The Red Feather Football Tournament was held before the end of the football season in Associations. The teams for Red Feather had to be selected generally before half the Association season was over. This led to much dissatisfaction at Association and local league level. Although going to Red Feather was a 'big prize' usually some team other than the one that went to Red Feather won the Association Championship around November 10-15 each year.

The OFSAA Football Committee around 1958 put in a regulation that no one school could represent its Association more than once every three years. More dissatisfaction was caused by this. It was also suggested that the team that won the Association championship in say 1957 would represent it in Red Feather in 1958 but this led to more problems with Associations complaining that in some cases the weakest team represented them in Red Feather.

The Red Feather Tournament demise was jointly agreed on by OFSAA and Red Feather. From the latter point of view they thought more money could be raised in different ways and also they were getting adverse criticism because of crowd behaviour. The crowds usually were twenty thousand (20,000) or more and on a couple of occasions street cars were moved off the tracks after the games.

As far as girls activities were concerned there was no Women's Sports Committee as such. All matters relating to girls activities were to be referred to the Women's Physical Education Section of the Ontario Education Association.
The Council shall refer all matters dealing with girls' activities to the Women's Physical Education Section O.E.A. for recommendations and comments.

(INTERPRETATION)

The Council may take whatever action it deems necessary after reviewing the comments and recommendations.17

It was the general feeling at the time that girls should not be exposed to keen competition, and low level games and dance movement was stated as the basis of the programme in many areas.18 However, from the Physical Education department (Ella Sexton at the time and Helen Gurney her predecessor) it was felt that women teachers had to put all their efforts on Physical Education classes and on intramural activities if there was any extra time. In many cases where interassociation play took place it was under pressure of men teachers who were coaching girls teams. There was an OFSAA motion passed during that time that even in association play any girl's teams coached by a man had to have a woman teach on the bench to deal with women officials handling play.19

Prominent Leaders

The primary period from 1952 to 1957 was marked by the appointment of a full time Executive Secretary in the person of C.V. 'Charlie' Box who remains in that position until June 30, 1957. It is during this critical stage of OFSAA's development that 'Charlie' Box makes his contribution and his role in the organizations development is explained by Gordon Wright.

'Charlie' Box really made WOSSA for years and played an important role in the development of OFSAA during its early years.20

As the first full time Executive Secretary he has a position of great responsibility and fulfills the position admirably and sets the precedent for the position for the following years.
As far as Presidents of the organization are concerned there are different ones throughout the years of this stage. W.A. McWilliams remained as President until 1954 and was consequently followed by P. Hamilton (1954-55) and W.K. Bailey (1955-57).

At the Annual Meeting of OFSAA held at Hart House, University of Toronto on Wednesday April 21, 1954 appreciation is given for the work of Mr. W. McWilliams (WOSSA) as President.

Mr. W.A. McPherson (Sudbury) thanked the retiring President, Mr. McWilliams, for his interest and concern in the development of the Federation. He advised that only once in the seven years of the existence of the Federation, had he missed a meeting and that through illness. He concluded by saying that Mr. McWilliams had provided leadership, wise counsel, and inspiration for the group, and that the schools across the Province were indebted to him. Mr. Wright, on behalf of the Department of Education, extended the appreciation of the Department to Mr. McWilliams.

Ultimate Goal and Trends

It is during this stage of growth of OFSAA that there becomes a need to reassess the goals of the organization to determine which direction it is heading and what its continuing role should be in high school sport. Matters came to a head at the Annual Meeting of the OFSAA held at Queen's University on June 22, 1956 where a general discussion took place as to the Powers and Functions of the OFSAA. This discussion came out of the Executive Secretaries Report particularly one paragraph, which read:

It would seem now, that we must re-assess what our purposes are in this organization; what common interpretations can we establish of its duties and its limitations; what do we as a group, feel is the function of the Federation, so that within established policies, it might function in such a manner as to not duplicate or clash with the operations of the Federated Associations. It is recommended that this meeting establish a time for another session similar to those two earlier conferences, when common understanding of the status of the OFSAA might be discussed.
The Annual Meeting appointed a committee to set up such a conference, which was called for Friday and Saturday, March 29 and 30, 1957 at the Ontario Agricultural College in Guelph, Ontario. The following were cited as the purposes of the 1957 Guelph Workshop:

(a) To re-assess the purposes of OFSAA.
(b) To reach common interpretation of OFSAA's duties and limitations.
(c) To establish policies within which OFSAA shall operate so that there will be an elimination of duplication between it and the associations.
(d) To reaffirm the relationship between OFSAA and the Department of Education.
(e) To clarify the relationships of OFSAA with each Association.
(f) To clarify the relationships of Associations and OFSAA with Boards of Education.
(g) To reach a common understanding of "Federation".
(h) To suggest policy in respect of what sports are to be developed within OFSAA and what are the responsibilities of the Associations in respect thereof.
(i) To establish understanding of OFSAA's role in sanctioning or endorsing games with all its implications.
(j) To establish a Board of Reference -- its functions and responsibilities.
(k) To establish what services OFSAA is to provide for the Associations and/or schools.23

Probably the most outstanding conclusion reached from the workshop was given in a Report on Action Taken and Still to be Taken in reaction to the Findings of the Guelph Conference of March 29 and 30, 1957.

It was agreed that the Federation has served a useful purpose in the past five years and that it could be of great service to its member Association; to the educational athletic programme in Ontario Interscholastic Athletics; to new and experienced teachers; and hence to the education of youngsters in schools.24

It was generally agreed that the following action should be taken in order to make OFSAA a stronger organization. Firstly, leadership in research projects has been carried on in a limited manner consistent with the time and finances available up to this time, but much more could be accomplished in these areas, with the active support
of the associations. Coaching clinics could be extended as their need is made evident, with full support of OFSAA being given to associations or districts of associations that wish to conduct needed local clinics.

In addition, it was recognized that an attractive printed magazine-type publication would add to the effectiveness of the service of OFSAA and should be attempted when sufficient finances are available.

Financially, at the 1957 Annual Meeting, the following motion was passed:

That the membership fee of each Association in the Federation as of the school year 1957-58, be an amount not less than 2 cents per pupil of the total enrollment of all members schools as of September 30, 1957.\(^{25}\)

The two (2) cents a pupil had really been agreed to earlier on. The original grant from the Ministry of Education in 1953 was given on this basis, but it was not received from the Associations until the motion of September 1957.

It was agreed in 1953 that approximately $10,000 was needed to get OFSAA going. This meant Associations would have to raise about $3,000. Gordon Wright noted that there were at that time about 150,000 students in the High Schools of the province so two (2) cents a pupil would give OFSAA $3,000.\(^{26}\)

In 1953 Gordon Wright made his suggestion that OFSAA was doing practically nothing for the girls. Later the Women's Committee mentioned that the girls were also being assessed two (2) cents a pupil and were getting little for it.\(^{27}\)

From this it was decided that at the Easter Meeting of the Board of Directors in 1958, it was hoped that the Executive Secretary would be able to present a brief in relation to finances, and a plan whereby the Associations would agree on the amount of their contribution
to OFSAA in the way of an affiliation fee and how this fee may be
-equated throughout the associations.\textsuperscript{28} It was also suggested to the
Easter Board of Directors' Meeting that approval be given for the
sending of a letter from OFSAA to all School Board and Board of
Education Secretaries asking them to co-operate with schools in having
placed in the Physical Education Budget and approved, the total fee a
school is to pay to its associations; which fee, being adequate to
meet the ends of the said association in relation to its own activities,
also covers the amount of the Association's affiliation fee to OFSAA.\textsuperscript{29}

In addition to all this it was also suggested at the Guelph
conference that the following suggestions be looked at for further study:

(a) That definite season limits be established in each sport.
(b) That the OFSAA not approve non-OFSAA tournament competition in
hockey and basketball, which extends beyond the OFSAA tournaments,
provided the OFSAA tournaments are at the end of the season.
(c) That there be a change in the word "sanction" and that approval
or non-approval of a tournament or activity did not infer that schools
would or would not participate; and that School Boards and/or
Associations may act separately and independently of the approval
or non-approval.
(d) That exhibition games, insofar as OFSAA is concerned, are the
responsibility of the schools and school boards.
(e) That if an Association voluntarily withdraws from participation
in a Provincial play-down in any sport, by not complying with the
OFSAA regulations, that Association automatically forfeits the
right to participate in any other inter-Association tournaments in
that sport for that season.
(f) That travelling be 600 miles round trip maximum.\textsuperscript{30}

There is no doubt that the Guelph Conference marks a critical
stage in OFSAA's development; it represents the time that OFSAA is
critically evaluating itself to see whether it is doing what it is
supposed to be doing and to look ahead the future in terms of its goals
and trends.

\textbf{Issues and Conflicts in OFSAA}

With the increase in the number of schools from 356 in 1952 to
in 1957 in the province of Ontario and the easier availability of
competition between schools more groups of schools like SOSSA and those
around Guelph were asking for Association status. However, this
brought with it the problems of representation into Provincial play.
It was felt that a new system had to be worked out which was in keeping
with educational principles.\footnote{31}

Another problem which faced OFSAA was recognition of its position
in terms of the member Associations. This is clearly expressed in the
minutes of the Annual Meeting held at Lake Couchiching on June 22, 1957.

One Association has indicated that OFSAA should be a co-ordinat-
ing Federation among the associations. That sounds very high in
motive. The purpose for which this Federation was formed with
Departmental help, was to increase the advantageous and minimize
the ills in High School sport. If, after deliberation, and
recommendation, and majority approval an Association or a small
number of schools do not accept the majority decisions, what and
how does one co-ordinate? Any organization which hopes to
co-ordinate, must through its members be prepared to take action to
uphold its principles. If that action can be denied, then, the
organization is wishy-washy and the members soon will lose their
respect for it. To some extent we are in that position now.\footnote{32}

C.V. 'Charlie' Box, the Executive-Secretary, perhaps left OFSAA
on this point because of his dissatisfaction. He felt strongly that
(perhaps because of the HIAC situation and one or two others that
didn't reach the same point) that OFSAA should be, as were the State
Associations a strong governing body.\footnote{33}

From this issue came the recommendation that before the work of
the Federation was to go much further a clear understanding of its
autonomy or function should be discussed, clarified and established
on paper, with top administrators in education. Thus the major
problems to be faced in the subsequent era was the tremendous growth
of OFSAA and its relationship with each association.
Summary

The years 1953-57 are critical growth years in the development of OFSAA. For the first time there are funds available to the organization and there is the appointment of the first full-time Executive Secretary.

The achievements of OFSAA during this stage is more fully elaborated on in a bulletin produced by OFSAA called the 'OFSAA Picture 1956'.

The achievements of OFSAA (In a 24 month operation)
(a) Brought athletic leaders in schools to search for the ideal in school sport.
(b) Adopted a code for players and coaches.
(c) Eliminated grandiose awards in Ontario Tournaments.
(d) De-emphasized Provincial Championships.
(e) Developed a policy of encouraging school boards to permit no others but qualified teachers as coaches of school teams.
(f) Developed a liaison with the Ontario Medical Association, which set up a 25-man committee to answer questions submitted through OFSAA. It means the establishment of a provincial joint Medical- Education Committee whose functions will be to give medical authority to approved physical education practices.
(g) Distributed mimeographed material, which brought to teachers and coaches, current trends in athletics and current thinking, which assists in formulating sound athletic policies in keeping with a proper educational philosophy.
(h) Developed standards and suggestions for improving cheerleading and crowd attitudes in cooperation with Women P.E. teachers.
(i) Worked for a properly directed programme of track and field during the summer months, and started 22 communities in this activity.
(j) Assisted in developing among teachers and community leaders an appreciation of the potential for teaching within the schools games programme.
(k) Created a firm liaison with:
1. The Ontario Teachers' Federation.
2. The O.E.A. Men's and Women's P.E. Sections.
3. The community Programme Branch of the Department of Education.
4. The Ontario Athletic Commission.
5. The Ontario Medical Association.
6. The Ontario Wrestling Federation.
7. The Canadian Rugby Union.
8. The Amateur Athletic Union (Central and Western Ontario Branches).
10. The Sports Director - Canadian National Exhibition.
(l) Developed a system of control for billeting students participating in games away from home.
(m) Stocked and made available through sale and free distribution, rule books and coaches' Manuals.
(n) Established uniform eligibility rules, (except for academic) across the Province.
FOOTNOTES

1 Ontario Department of Education, Memorandum to Elementary and Secondary School Principals Re School Athletics, 1953.

2 OFSAA. A Brief Compiled for the Select Committee on Youth, Ontario, June 1965.

3 Ibid., p. 2.

4 OFSAA. Personal taped interview with N. A. 'Pete' Beach, OFSAA office, 559 Jarvis Street, Toronto, January 17, 1977.

5 Ibid.

6 Ibid.

7 OFSAA. Policies and Constitution of The Ontario Federation of School Athletic Associations as amended April 8, 1953.

8 OFSAA. A Memorandum to all District Associations, January 30, 1956.

9 OFSAA. Personal taped interview with N. A. 'Pete' Beach, OFSAA office, 559 Jarvis Street, Toronto, January 17, 1976.

10 OFSAA. Personal taped interview with Gordon Wright at his home in Alliston, June 17, 1976.


12 OFSAA. Minutes of the Annual Meeting. Queen's University, Kingston, June 16, 1956.


14 OFSAA. Red Feather Football Tournament, November, 1952.


16 Ibid.
17 OFSAA. Amended Constitution of OFSAA, June 10, 1958.

18 OFSAA. Personal taped interview with N.A. 'Pete' Beach, OFSAA office, 559 Jarvis Street, Toronto, January 17, 1977.

19 Ibid.

20 OFSAA. Personal taped interview with Gordon Wright at his home in Allison, June 17, 1976.

21 OFSAA. Minutes of the Annual Meeting. Hart House, University of Toronto, April 21, 1954.

22 OFSAA. Minutes of the Annual Meeting. Queen's University, Kingston, June 22, 1956.

23 OFSAA. Purposes of the Guelph Workshop drawn up early in 1957.


25 Ibid., p. 3.

26 OFSAA. Personal taped interview with N.A. 'Pete' Beach, OFSAA office, 559 Jarvis Street, Toronto, January 17, 1977.

27 Ibid.


29 Ibid., p. 4.

30 Op cit., p. 4.


32 Ibid., p. 9.

33 OFSAA. Personal correspondence with three OFSAA representatives.

34 OFSAA. The O'Sha Picture 1956, p. 3.
CHAPTER V

STABLE STAGE 1958-1962

The story of the period from 1958-1962 was that of a stable managerial cycle. This stage was marked by:

1. A more complete administrative structure. The Board of Directors still remained in operation during this period but a Board of Reference was constituted in 1957 to handle high conflict issues.

2. Since there was a need for a reliable performance and effective co-ordination of roles, the Guelph Conference of March 1957 was staged. The underlying function of this Conference was to re-assess the purposes of OFSAA and to reach common interpretation of OFSAA's duties and limitations. The Guelph Conference marked a critical stage in OFSAA's development in that it represented the time for OFSAA to critically re-evaluate itself and look ahead to the future in terms of its goals and trends.

3. There was a considerable growth in the number of associations. Nine associations existed in 1958 but yet by 1962 there was an additional three bringing the total to twelve.

4. There was also a change in personnel at the start of this new stage of growth. N.A. 'Pete' Beach becomes Executive Secretary in 1958 and remained in that position until 1971.

5. This stage was also marked by an increase in the amount of finance awarded to the organization. This illustrated a more stable period of growth because the increased money enabled it to meet the
requirements of the increased membership.

**Task, Structure and Control**

The Board of Directors still remained in operation during this period but a Board of Reference was constituted in 1957.\(^1\) Included in the Board of Reference was the immediate Past President of OFSAA, a Principal who was not a member of the OFSAA Board of Directors, and who was appointed by the Headmasters' Association, and a member of the Association of Superintendents, selected by that Association. It seemed that a great deal of control lay with the Board of Reference as it was hoped that schools and associations would present to it, matters in which there was disagreement with OFSAA findings and actions.\(^2\)

There was also a change in the composition of the Provincial Legislative Council. From 1952 to 1958 the Council had operated with two representatives being appointed from each Association. In 1958 this membership was increased to three representatives. At the annual meeting held on Friday June 13 and Saturday June 14, 1958 the motion was carried that:

Section I - Composition (a) (1) be amended to read: . . . each Association shall appoint three (3) representatives to the Council, one of whom shall be a Principal or Vice-Principal, and one the Secretary-Treasurer, with the President of the Association or his appointee being the third.

(Life-Brien) **CARIED.**\(^3\)

In addition to this: That Section I - Composition (a) (iii) have added to it: . . . and the President of the Ontario Education Association Physical Education Section Men, shall always be a member of the Council.

(Grove-Anderson) **CARIED.**\(^4\)

The composition of the Board of Directors is also explicitly stated:

That Article 5 - Section 1 Officers be rewritten to read:
The Officers of the Federation shall be the Past-President, President, Vice-President, Executive Secretary and such honorary officers as may be named by the Legislative Council.  
(Faulkner-Life) CARRIED.  

**Associations**

This cyclical period witnessed a tremendous growth in the number of regions affiliated with OFSAA. At OFSAA's annual meeting on June 13 and 14, 1958 held at the University of Western Ontario, the Ottawa High Schools Athletic Association obtained direct affiliation with OFSAA and thereby severed its connection with the Eastern Ontario Secondary Schools Association with which it had been connected. There was a further breakdown into a larger number of regions when the Western Ontario Secondary Schools Association (WOSSA) divides into WOSSA and Central Western Ontario Secondary Association (CWOSA) in the same year.  

At the annual meeting of OFSAA held on June 15 and 16, 1962 at the University of Toronto another region was initiated in the name of the South Western Ontario Secondary Schools Association (SWOSA). Thus WOSSA was further subdivided and SWOSA came in as a distinct entity effective June 30, 1962.  

At the end of this stage there was also the disbanding of one of the regions, namely the Ottawa Valley High School Athletic Association (OVHSA) and the addition of one more as the Northern Ontario Secondary Schools Association (NOSSA) was divided into Western NOSSA and Eastern NOSSA. At the annual meeting of OFSAA held on June 15 and 16, 1962 the following notices of motions are put forward for 1963.  

Whereas: the Ottawa Valley High School Athletic Association
under the conditions established by the Ontario Federation of School Athletic Associations has not served the purpose for which it was intended in that:
(a) both the Upper Valley High School Athletic Association and the Ottawa High School Athletic Association are autonomous groups.
(b) the level of competition is not comparable between the two Associations (UOVHSAA and OHSAA).
(c) adequate representation and participation on the part of UOVHSAA has not been apparent for the past few years, it is moved by the OHSAA that the OHSAA be disbanded as of June 1963 and that steps be taken to accept the OHSAA and the UOVHSAA as separate groups within the OFSAA.

**MOTION**
That this Notice of Motion be received.  
(Fenn-Black)  
**CARRIED.**

In addition to this the following motion concerning NOSSA was put forward.

Since NOSSA is the largest geographical area and distances from one end to the other are over 500 miles this causes great financial burdens.

Since the increase of school population and the number of schools, it is becoming impossible to arrange schedules and tournaments.

With the above in mind we would like the OFSAA to adopt a --
(a) Western NOSSA (Algoma, Sudbury, Manitoulin District).
(b) Eastern NOSSA (Nipissing, Temiskaming, Cochrane District).

Actual naming of the two associations to come later.

**MOTION**
That this Notice of Motion be received.  
(MacPherson-Allan)  
**CARRIED.**

**Sports**

In 1958 there were only four sports conducted at OFSAA championship level. They were basketball (1949), cross country (1948), hockey (1948), and track and field (1948). In 1959 three additional sports were added (gymnastics, volleyball and wrestling) and then in 1962 we get two more (swimming and skiing). The first OFSAA Championship in gymnastics was held in 1959 at team level, then in 1961 there was a
Grade Team Championship 9, and 10, held to encourage schools to promote gymnastics. In 1962 an Individual Gymnastic Championships was introduced as it was found that over the years that only some fourteen schools had ever entered provincial gymnastic competition.

In 1959 volleyball and wrestling were added. In both these events prior to the formation of OFSAA, and after that in some cases (1948-1959), events had been conducted on an Invitation basis with the approval of OFSAA. Sometimes they were conducted by OFSAA or Association personnel and some times by Universities. The University of Western Ontario conducted regular Wrestling Tournaments and the Canadian Secondary Schools' Association (CSSA Ontario Division) also had conducted some events on an irregular basis prior to the formation of OFSAA:

In 1962 skiing and swimming had their first OFSAA championship. With skiing, prior to the first OFSAA championship in 1962, there were Invitation meets which had been conducted from the early 1950's. OFSAA competition was at team level only as it was not felt another meet should be put on for the best individual skiers in the province who happened to be in High School.

As far as the girls activities were concerned a notable development took place at the OFSAA Annual Meeting held at the Ontario Agricultural College at Guelph on June 9 and 10, 1961. It was here that a motion was put forward and carried (A.G. McNally (CWOSSA)/ Dr. W.A. McWilliams (WOSSA)) that a committee be appointed to review the representation of girls as outlined in the Constitution and that the 1961 Board of Directors' Meeting appoint Chairman for this committee.
Prominent Leaders

This stage was marked by a changeover of three different Presidents. J.L. Murray from Eastern Ontario Secondary Schools Association (EOSSA) was President from 1958-1959 after having spent a year as President from 1957-1958. From 1959-1961 L.J. Waddell of Hamilton Interscholastic Athletic Council (HIAC) was President and from 1961-1963 T.P. Steadman of South-Western Ontario Secondary Schools Association (SWOSSA) held the position.

It is significant enough to note that 'Les' Waddell was elected President at a time when the Hamilton Interscholastic Athletic Council (HIAC) was not an affiliated member. Tribute was paid to him by N.A. 'Pete' Beach who states that "even when Hamilton was out we elected Waddell as President and he was the man who was more or less responsible for bringing them back in."11

One of the major changes in personnel took place when N.A. 'Pete' Beach was elected Executive-Secretary in 1958 and remained in that position until 1971. He came into the position at a time when OFSAA was moving into a critical growth phase and the organization itself was facing problems.

One of the problems faced in 1958 when I became Executive-Secretary was that there had been no Executive-Secretary since June 30, 1957. One association Secretary said that the organization was defunct. After leaving Albert College to become Executive-Secretary one of the first things I had to do was to let people know the organization was functional.12

That he manages to do this is a tribute to the man and the amount of work, he put into the organization. Not only did OFSAA overcome this period of crisis but it developed into a stronger organization than it was previously.
Ultimate Goal and Trends

One thing appears to remain the same right throughout the organization's historical development -- which was that the goals appeared to remain basically the same. N.A. 'Pete' Beach has this to say about the ultimate goals of OFSAA:

The actual goals have not changed very much from the beginning because there was a lot of thought put into the goals initially. There are continual changes in the emphasis, however. The general aim is to have good sportsmanship in the programme, and a programme with as many activities and people involved as possible.13

N.A. 'Pete' Beach wrote a letter to the association secretaries on June 14, 1958 explaining what OFSAA should be attempting to do from 1958-1960. The intentions of OFSAA during this time span were placed under four major headings -- activity, services, control and finances.

As far as activity is concerned the letter states succinctly:

Purpose, plan execute and evaluate inter-association activities when such activities are the will of the Associations; or when requested to do so by the Board of Directors, when such activities square with the general policy of the Federation. Make known to the Associations the results of the evaluation.14

With services there was the need to secure and distribute materials to the schools of the province irrespective of whether such schools were members of Associations; toward the raising of the general level of athletic competition, both in so far as skill is concerned, and general social and moral growth was attainable.15

The control of the Federation was stated as:

Bringing into focus desirable practices and principles as carried on by the Associations; especially in so far as such practices and principles are not uniformly interpreted throughout all Associations; and obtain by means of the Legislative Council and the Board of Directors the means of making such desirable practices and principles uniform throughout all the federated Associations; and among all the schools of the province.16
Financially, the letter stated the following:

Financially, the aim was to locate sources, both from within the educational field and from outside sources, that the total programme of both the Associations as entities and as the Federation could have sufficient funds to conduct sponsored services and activities, both now and for the future in a manner that will obtain from all educational authorities and the general public the approbation and prestige that such activities and programme deserves.17

Thus during this stage the ultimate goals did not change. However, there was a continual re-evaluation of the organization's aims to see whether OFSAA was fulfilling the goals that it says that it had set out to achieve.

Issues and Conflicts in OFSAA

The underlying problem of this stage was a continuation of one of the issues of the previous era. With the explosive growth of schools new groups were formed and sought entry of OFSAA. There was an increase from nine to twelve associations from 1958 to 1962 but the issue still remained - when should an association come into being and when should an existing association be divided because it had become too unwieldy?

In its approach to this problem a committee was formed which resolved to keep in mind situations that could arise in the future. All members agreed the "door should be left open" for future developments. It was from this that the following findings were approved at a committee meeting on the organizational structure of the OFSAA held on Saturday, February 17, 1962.

Finding No. 1.
That any new association should comprise all schools in the geographical area covered by the suggested new Association, and that the greater number fo Boards of Education and High School Boards represented, the better. Moved by Mr. Tovey-(NOSSA-GBSSA)
seconded by Professor A.G. McNally (CWOSSA) that this finding stand as worded. Carried.

Add New Definition.
Geographical Area should be understood to normally include urban and district schools. Moved by Professor A.G. McNally (CWOSSA) - seconded by Mr. G.B. Goulding (COSSA-SOSSA). Carried.

New:
This committee does not oppose in principle the formation of new associations provided the number can be kept within workable limits. Moved by Mr. W.C. Crozier (WOSSA) - seconded by Mr. D. Tovey (NOSSA-GBSSA). Carried.

Finding No. 2.
That in any consideration of the formation of a new Association all present Associations fringing the new proposed Association, be given the opportunity of discussion under the auspices of the OFSAA before any decisions are made. Moved by Professor A.G. McNally (CWOSSA) - seconded by Mr. G.B. Goulding (COSSA-SOSSA) that this finding stand as worded. Carried.

Finding No. 3.
That complete information on membership of present Associations, individual population of member schools and possible growth trends be provided in as far as is possible, to all concerned with this problem. Moved by Mr. G.B. Goulding (COSSA-SOSSA) - seconded by Mr. W.C. Crozier (WOSSA) that this finding stand as worded. Carried.

Finding No. 4.
That the Ontario Secondary Schools Teachers Federation (OSSTF) Territorial districts are not a feasible method of dividing up schools for OFSAA purposes at the present time. Moved by Mr. D. Tovey (NOSSA-GBSSA) - seconded by Mr. W.C. Crozier (WOSSA) that this finding stand as worded. Carried.

Finding No. 5.
On a motion from Professor A.G. McNally (CWOSSA) seconded by Mr. D. Tovey (NOSSA-GBSSA) this finding now read:
"Help and co-operation from the Universities was to be encouraged where control remained with the Secondary School Associations of OFSAA." Carried.

Finding No. 6.
That consideration of any new association being formed from within an existing one follow a request from the existing association. It shall be the obligation of such existing association to forward such application to the OFSAA with recommendations pro and con. Moved by Professor A.G. McNally (CWOSSA) - seconded by Mr. D. Tovey (NOSSA-GBSSA). Carried.

Thus with the continual growth in the number of such schools
and students there was the need to solve how the districts could best be divided so as to fulfill the needs of the students. It was with this in mind that OFSAA made the above recommendations.

Summary:

This was the era where a stable managerial structure evolved. It was because of this that a Board of Reference was constituted to deal with the problems and issues that OFSAA had to face.

Financially the Association Membership Fee in the Federation was outlined as: School Membership of Association over total school membership of Federation $4,000, with a maximum of a $500 fee per Association.19

Growth is apparent as the number of associations increased from nine to twelve. This brought with it a recurring issue of how associations should be divided to maximize the benefits for the member associations. It was during this era that OFSAA attempted to find solutions to this problem by approving findings at a committee meeting of the OFSAA held on Saturday, February 17, 1962.

Further growth can be seen in the number of sports championships conducted at OFSAA level. In 1959 three additional sports were added in the form of gymnastics, volleyball and wrestling. In 1962 skiing and swimming were added to make a total of five new sports.

With personnel a significant change took place with the appointment of N.A. 'Pete' Beach as Executive-Secretary. This was a position he holds right through until 1971. With the Presidents there was a greater changeover in office. J.L. Murray (EOSSA) was President from 1958-1959, L.J. Waddell (HlAC) held the reins from 1958-1961 and
finally T.P. Steadman (SWOSSA) held the position from 1961-1963.

The ultimate goals and trends remained basically the same.
Throughout OPSAA held the basic ideals of maximizing the benefits and minimizing the ills of interschool sport.

In conclusion, this stage was marked by a period of increased growth and a more stable managerial system. OPSAA has reached that stage of growth where it was playing an important role in the development of high school sport in Ontario.
FOOTNOTES


2. Ibid., p. 6.


4. Ibid., p. 22.

5. Ibid.

6. Ibid.


8. Ibid., p. 6.

9. Ibid.


11. Interview with N.A. 'Pete' Beach at the OFSAA office, 559 Jarvis Street, Toronto Ontario, January 17, 1977.

12. Ibid.

13. Ibid.


15. Ibid., p. 1.

16. Ibid.

17. Ibid.

18. OFSAA. A committee Meeting on the Organizational Structure of the OFSAA. 559 Jarvis Street, Toronto, Ontario, February 17, 1962.
CHAPTER VI

STABLE-ELABORATE STAGE 1963-1968

The era from 1963-1968 could be termed the stable-elaborate stage. OFSAA has not yet reached the elaborate stage in all of its characteristics although this takes place in the years to follow.

OFSAA has retained characteristics from the stable stage but in addition has started developing a strong boundary system aimed at developing a structure to conduct public relations activities. However, the adaptive system (an important part of the elaborate stage), which conditions the organization to the changing environment through gathering information, research and planning for future development had not yet emerged.

This stage is marked by:

1. An increase in the size of the Legislative Council from thirty members in 1963 to fifty-two members in 1968. This reflects the increased growth in the number of associations rather than a new administrative structure.

2. After a steady period of five years (1963-1968) where the number of OFSAA provincial championships remains at nine, there was an increase of three sports in 1968 making the number twelve.

3. N.A. 'Pete' Beach remained as Executive-Secretary throughout the period but once more there was changeover in the Presidential office.

4. The expanded growth of this stage reflects the expansion in the number of schools involved in the OFSAA programme. The number of
schools had increased from four hundred and seventy schools in 1963 to five hundred and fifty-three schools in 1968 (see Figure 8: The Number of Secondary Schools in Ontario 1948-75). The budget in terms of total revenue has increased from $28,723 (deflated) in 1963 to $40,461 (deflated) in 1968 (see Figure 12: Total Revenue Deflated of the Ontario Federation of School Athletic Associations 1948-1975).

Task, Structure and Control

The structure of OFSAA remains the same throughout this stage. A brief compiled for the Select Committee on Youth Ontario in June 1965 states in precise terms the organization of OFSAA at this time.

The policy-making body of the Federation is a Legislative Council which meets annually. Each of the now thirteen associations names three representatives to this Council, one of whom must be a principal. The Ontario Secondary Schools Headmasters’ Association, and the Ontario Education names three representatives, and the Ontario Department of Education, one representative.

Constitutionally, the President of the Federation must be a principal, who presides over all meetings of both the Legislative Council and the Board of Directors.

The Board of Directors meets at least twice each year in between meetings of the Council. One representative (usually the Secretary) named to the Council from each association serves on the Board of Directors, along with one representative from the Ontario Secondary Schools Headmasters’ Association, and one representative from the Ontario Department of Education. The Board of Directors carries on the business under its direction. There is also a full time office secretary.

The administrative structure of OFSAA has now been totally stabilized. The only changes that took place subsequently were simply changes in composition of these structures.

Associations

The growth of associations continued so that by 1968 the number has risen to fifteen. However, there was still the ever present problem
Figure 8: The Number of Secondary Schools in Ontario 1948-1975
of how the associations should be divided so that they could be at
maximum effectiveness. It was with this in mind that it was recommended
by the Legislative Council on June 1, 1968 that an OPSSA committee be
appointed to confer with Association executives in order to bring
about an alignment of Association Boundaries with County Boundaries.
The associations and their composition together with suggested
improvements are given in a report on association boundaries on June
1, 1968.

Central Ontario Secondary Schools Association (COSSA)
Ontario; Durham; Northumberland; Prince Edward; Hastings; Lennox-
Addington; Victoria; Peterborough; Haliburton. (Pick up Ernestown
from EOSSA. Pick up Uxbridge, Port Perry and Brock District from
GBSSA).

Central Western Ontario Secondary Schools Association (CWSSA)
Bruce; Grey; Dufferin; Wellington; Waterloo; Brant; Norfolk. (Pick
up Simcoe CS from WOSSA. Give Norwich and Milverton to WOSSA.
Give Acton, Georgetown, Milton and OSG to SOSSA).

Eastern Ontario Secondary Schools Association (EOSSA)
Frontenac; Lenard; Leeds; Grenville; Dundas; Stormont; Glengarry;
Prescott; Russell. (Give Ernestown to COSSA. Give South Carleton
and Osgood Township to OVHSSA).

GBSSA
York; Simcoe; Muskoka; Parry Sound. (Give Uxbridge, Port Perry and
Brock District to COSSA).

Hamilton Interscholastic Athletic Council (HIAC)
All schools in the City of Hamilton. (Take Bishop Ryan H.S. from
SOSSA).

IAGB
Temiskaming; Cochrane. Remain as is.

Northern Ontario Secondary Schools Association (NOSA)
Nipissing; Sudbury; Algoma; Manitoulin. (Pick up Hornepayne from
NWSSA when they want to join).

North Western Ontario Secondary Schools Association (NWSSA)
Thunder Bay; Rainy River; Kenora. (Give Hornepayne to NOSSA when
they want to join).

Ottawa Valley High Schools Athletic Association (OVHSSA)
Carleton; Renfrew. (Pick up South Carleton H.S. and Osgood
Township from EOSSA).

Southern Ontario Secondary Schools Association (SOSSA)
Halton; Wentworth; Lincoln; Haldimand; Welland. (Pick up Acton,
Georgetown; Milton and OOSD from CWOSSA).

South-Western Ontario Secondary Schools Association (SWOSSA)
Kent; Essex. (Give West Lorne D.S.S. to WOSSA).

Toronto Districts Secondary Athletic Association (TDCSAA)
All non-Department schools in Metro Toronto. Remain as is.

Toronto District Interscholastic Athletic Association (TDIAA)
Boroughs of Scarborough; Etobicoke; North York; York; and East York;
and Peel County. Remain as is.

Toronto Secondary Schools Athletic Association (TSSAA)
All regular Department Schools in City of Toronto. Remain as is.

Western Ontario Secondary Schools Association (WOSSA)
Lambton; Middlesex; Elgin; Oxford; Perth; Huron. (Give Simcoe CS
to CWOSSA. Pick up Milverton and Norwich form CWOSSA. Pick up West
Lorne DSS from SWOSSA).

This meant that COSSA, NOSSA, OVHSAA, SOSSA and WOSSA were to gain
while CWOSSA, EOSSA, GBSSA, NWOSSA, and SWOSSA stood to loose. LASB,
TDSAA, TDIAA, and TSSAA were to remain the same.

Thus with the continued growth in the number of schools in
Ontario there is the continual realignment of district associations
for the benefit of member schools.

Sports

It was not until the end of this era that there was the introduc-
tion of three more sports at OFSAA championship level in 1968. The
three new sports were badminton, golf and soccer which brought the total
to twelve.

At the inaugural meeting of the OFSAA Badminton committee of
October 21, 1967 it was decided that the first OFSAA Badminton
tournament would be held in April, 1968. The rules and regulations
were made at this meeting and Mr. Jim Frame (GBSSA) was elected Chairman of the OFSAA Badminton Committee for the next two years.³

At the inaugural meeting of the Golf committee, although eight associations named delegates to attend the meeting, only two appeared: Mr. John McCulloch (EOSSA) and Mr. Ray Harrison of Markham District High School (GBSSA). Mr. John McCulloch agreed to act as Chairman of the OFSAA Golf Committee and liaise with the Executive Secretary on future developments. The first golf tournament was held at the Niagara Parks Commission Golf Course on Saturday, October 5, 1968. Nineteen teams of four boys each competed from the various Associations throughout the Province and many fine compliments were paid to the boys and their coaches for the quality of golf displayed and particularly the way in which they conducted themselves on the course and in the clubhouse.⁴

Prior to the first OFSAA Soccer Championship in 1968 (and to this day) an Invitation Tournament is held in Newmarket, a one day affair which usually attracts fifty to sixty teams in a number of different classifications. Mr. R. Pegg (GBSSA) was elected Chairman of the Soccer Committee and it was agreed that the 1968 tournament be held in the CWOSA area.⁵

With girls' activities there was a questionnaire sent out in 1967 to 500 schools to determine the amount of participation in Girls' Interschool and Intramural Sports program in Ontario Secondary Schools during 1967-1968. Of the 500 schools circulated 417 (83%) reported. Of the approximately 206,000 girls in Provincial Secondary Schools 179,134 (87%) reported. The significant findings were that approximately 30,000 girls (without duplication) played on a school team in organized league competition. Fifteen different sports were offered and the type and amount of competition varied according to the sport. With
volleyball, for example, the majority of schools played four to six matches in the weeks preceding Association Tournament. These matches were about evenly divided between invitation and organized leagues. In addition, there were one or two Zone Association Tournaments, depending on the number of schools in an Association and the geographical size of the Association. The tournaments were usually held on a Saturday and involved a maximum of three matches per team.6

With Intramurals, approximately 70% of Ontario schools had more than fifty percent of the student enrolment participating in Intramural sports (more than 100,000 girls). Most schools did not allow girls to participate on both intramural and interschool teams in the same sport.

Almost all schools reported intramural competition in Volleyball, Basketball, Track and Field, and Badminton. There was a steadily growing increase in gymnastics, cross country running and field hockey, skiing, tennis and curling but these were dependent upon the availability of facilities.

In District High Schools where the majority travel considerable distances, the competition was of a tournament or double elimination type. Urban schools generally held round robin competitions in the team sports and tournaments in the individual sports.7

Prominent Leaders

Three different Presidents held office during this era. D.H. Barbour (TDIAA) was President from 1963-1965 followed by J.H. Merkley (OVHSAA) from 1965-1967 and finally J.A. Cullis held the reins from 1967-1969.

As far as the role of the President and the Executive is concerned
there is the general feeling that all members of the Executive have made contributions in their own way with some people being more active than others. One of the people who made a significant contribution to the development of OFSAA during this time was D. 'Doug' Barbour (TDIAA) who was President from 1963-1965.

Doug Barbour who was originally Secretary of the Toronto District Interscholastic Athletic Association (TDIAA) and later became Superintendent of Education in York had such a wide background of information. At the time when people were against Federal government involvement in provincial education we had a meeting in Winnipeg and had every province in Canada represented for the first time. It was agreed that there was not the need for a national body to be formed, but a committee was founded. Doug Barbour was President of that group and he was the one who decided that we should have a representative in Ottawa.

The national conference in Winnipeg in 1964 marks an interesting stage in the development of high school athletics in Canada and Doug Barbour played a notable role at the conference.

N.A. 'Pete' Beach remained as Executive-Secretary of the organization. It is difficult to assess exactly the contribution of each individual but it was apparent that his untiring efforts and work led to the continued growth and expansion of OFSAA. He faced a difficult initial period in 1958, when he first became Executive-Secretary due to the fact that there had been no Executive-Secretary for six months previously. However, he played an important role in this era and a major part in the national conference in 1964.

**Ultimate Goal and Trends**

There was always a continual spelling out of the organizations' goals throughout its history. These goals have always remained the same but there was the continued feeling they should be spelled out and re-assessed. Thus in June, 1965 the goals are once more outlined:

1. The Federation shall assist in co-coordinating the efforts of
school authorities, member associations, organizations and individuals, in physical education, athletics and sport.

(2) The Federation shall protect and supervise the athletic interest of the schools and students through the pre-university period.

(3) The Federation shall sponsor meetings, activities and studies and publish worthwhile materials which will benefit member associations, schools, students and teachers to the betterment of the broad educational athletic programme in the schools of the province.

An important development in high school athletics took place with the first national high school athletics conference held in Winnipeg in 1964. Although no national high school organizing body was formed two motions were passed unanimously:

1. The development of alert responsible citizens by the schools of Canada will be achieved only if the students have been exposed to and have overcome mental, moral and physical challenges. The inter-school athletic programme provides young Canadians with unique opportunities to meet such challenges. While we stress the importance of an adequate inter-school athletic programme, it must be considered secondary in importance to a broad programme of participation in physical education activities within our schools by all students.

2. That we, here assembled for the first time, representing all organized provincial school athletic associations in Canada, go on record as asserting that in the best overall interest of the student, all school centred athletic activity should be, purposed, planned, executed and evaluated, by a school centred administrative body that includes in its membership school administrators, physical education teachers and coaches.

Thus there was the undoubted recognition given to the need for administrative bodies to help co-ordinate interschool athletics in the provinces of Canada. The success of OFSA, as (one of) the oldest and largest organization in high school athletics in Canada, made an important contribution to the success of this national Conference.

Issues and Conflicts in OFSAA

The question of academic eligibility was an issue that never could get agreement among Associations.

The purpose of the Academic Rule was as follows:
1. To impress upon athletes that athletics is only a part of education.
2. To encourage athletes to realize their first responsibility to themselves.
3. To encourage athletes to meet and recognize academic standards.  
   a motivation.12

It was finally adopted that OFSAA would accept Academic Eligibility as outlined in the Constitution of each Association (see Appendix B). As can be seen from Appendix B each Association had a different academic eligibility rule but each is accepted by OFSAA.

N.A. 'Pete' Beach feels that the Principal's signature should be the final word—so that responsibility is placed where it belongs.13

There were also various pressures from outside the organization throughout the period. Some of these pressures were general pressures which existed in other eras of OFSAA's history. N.A. 'Pete' Beach gives a trio of such pressures: sports governing bodies, associations and parents. He summarizes these pressures as:

Sports governing bodies can put pressure on OFSAA by wanting more emphasis placed on their particular sport. In this case we have to point out that we are conducting a wide range of activities for the greatest number of children to take part therefore we can only spend a certain amount of time on each.

There was also pressure from associations at the OFSAA level to run championships in certain sports. However, there had to be a significant number of associations running their own championship in that particular sport before OFSAA would conduct one.

There could also be pressure from parents. In the 1968-1969 ice hockey season, for example, when a hockey team couldn't play in a championship. The requirement was that any team which had Junior B players was ineligible. One team from London was ineligible so when they were notified there was a petition from seven hundred parents to me and a Member of Parliament at the time. Fortunately there was no trouble at the championship.14

Although the organization had to face various pressures the co-operation with government had always been excellent. They would always listen, not always agree, but always help.15
The years 1963-1968 represents continued growth and development of the organization. OFSAA has developed a strong boundary system aimed at public relations structures as money has started to be raised from television fees in particular from the Hamilton T.V. system. The adaptive system aimed a planning and research has not yet emerged.

The number of associations has risen to fifteen by 1968 while badminton, golf and soccer are introduced at the OFSAA championship level. There is a steady changeover in the Presidential office while N.A. 'Pete' Beach remains as Executive-Secretary throughout the stage.

The ultimate goal of the organization remains the same. However, there is a tremendous upsurge in interest in high school athletics shown by a National Conference being held in Winnipeg in 1964.

OFSAA was also faced by various issues during this time. Academic eligibility was to the forefront while the organization faced various pressures from sports governing bodies, from associations and parents. The relationship with the government remained at an excellent level.
FOOTNOTES

1 OFSAA. A Brief compiled for the Select Committee on Youth Ontario, 559 Jarvis Street, Toronto, Ontario, June 1965.

2 OFSAA. A Report on Association Boundaries, 559 Jarvis Street, Toronto, Ontario, June 1, 1968.

3 OFSAA. Reports of the Sport Committees, Education Centre, 155 College Street, Toronto, Ontario, October 21, 1967.

4 Ibid., p. 12.

5 Ibid., p. 21.


7 Ibid., p. 2.

8 Personal taped interview with N.A. 'Pete' Beach at the OFSAA office, 559 Jarvis Street; Toronto, Ontario, January 17, 1977.

9 Ibid.

10 OFSAA. A Brief compiled for the Select Committee on Youth Ontario, 559 Jarvis Street, Toronto, Ontario, June 1965.


13 Personal taped interview with N.A. 'Pete' Beach at the OFSAA office, 559 Jarvis Street, Toronto, January 17, 1977.

14 N.A. 'Pete' Beach, Ibid.

15 Ibid.
CHAPTER VII

ELABORATE STAGE 1969-1975

During this era OFSAA not only has developed a strong boundary system aimed at public relations structures but it has also developed an adaptive system. This conditions the organization to the changing environment through gathering information, research and planning for future development has emerged.

The organization has developed a strong public relations structure through the television coverage of OFSAA championship events. Through this coverage OFSAA has managed to expose school sports to the public at large. Hamilton Television (CHEH TV Channel 11) has been totally responsible for the coverage of OFSAA events. Early in this era at the annual meeting of the Legislative Council at the Lord Simcoe Hotel, Toronto, Ontario, held on Saturday, September 26, 1970 the relationship with the Television station was described:

Mr. Reach stated that no serious problems had developed in relation to the covering of these events as selected for coverage by Channel 11. The Channel had given excellent cooperation in every case; on one occasion particularly, when taping the Wrestling Finals they had run into a large number of hours overtime because we had not been able to keep to schedule. It has not been suggested at any time that we should be held financially responsible.

It is expected that the Channel will want to cover about the same events as last year; i.e. Gymnastics, Hockey, Swimming, Track and Field, and Wrestling, with the addition of "AA" Basketball.

Initially, Channel 11 approached the Department of Education re TV rights and programmes for High School Sports. It was immediately turned over to OFSAA and from that point on all dealings have been with the
OF SAA office and Channel 11. After Channel 11 has told OFSAA what it wants to cover in any one year, then OFSAA has the right to have any events they don't want covered by anyone else.

In addition to T.V. publications produced have also enhanced the public relations structure and image.

The regularizing of at least eight (8) bulletins a year to all schools and ensuring that a separate one went to each Boys and Girls Physical Education heads was important. Schools were being constantly informed about OFSAA activities. G. 'Bev' Goulding emphasised this when he commented:

"We have now (1972) reached the stage where we are providing the Girls Physical Education Departments with a monthly bulletin. This is exactly the same as what the mens Physical Education Departments are receiving. From January through May, however, we are supplying two bulletins a month."  

The adaptive system aimed at planning and research has also emerged. During 1976-77, the Ontario Ministry of Education funded a study on "The Role of Interschool Sport in the Secondary Schools of Ontario." Queen's University in Kingston conducted a sample survey throughout Ontario Secondary Schools and the University of Windsor in Windsor conducted an indepth study of one of OFSAA's oldest associations (the South-Western Athletic Association) as well as a national public attitude survey. It still remains to be seen what will happen with these suggestions.

In addition a number of Masters of Human Kinetics theses were also conducted on high school sport. They were:


4. This current thesis.

Task, Structure and Control

During this era there was a notable increase in size of the Legislative Council, the policy-making body of the Federation to eighty-one members. Each of the member Associations named four representatives to the Council - an increase of one. This addition resulted from the election to the Council of the representative of the Women's Committee of each association. The operation of this women's committee of OFSAA was explained by N.A. 'Pete' Beach in a letter written to Mrs. Karen Shaw of Sudbury High School on September 15, 1970 (see Appendix C).

The Women's Committee of OFSAA - constitutionally - operates women's activities throughout the Associations and reports to the OFSAA Board of Directors. These women, then, elect a chairman, vice-chairman and secretary.

A complication is that certain of the federated Associations do not operate women's activities. These Associations are: EOSSA, HIAC, NOSSA, OVHSA, TDIAA and TSSAA. The following Associations operate and control both men's and women's programs: COSSA, CWOSAA, GBESSA, IAGB, NWOSA, SOSSA, SWOSSA, TDCIAA and WOSA.

Some few years ago, women in the areas of Associations that do not conduct women's activities asked that the OFSAA Constitution be changed to allow the women in these areas to organize and affiliate directly with OFSAA. This constitutional change was made - on the condition that no more than one women's organization would be accepted to cover activities in an area presently covered by a federated Association operating boys' activities.

In so far as EOSSA, HIAC, TDIAA and TSSAA women have organized in these areas, formed one Association, have affiliated and paid
a fee. The OVHSAA has not organized and has decided that at the present time they will conduct their own activities locally without any affiliation with OFSAA. The MOSSA situation has always been rather ambiguous. Where there seems to have been conflict between various women's groups in the area, the Secretary of the Association operating boys' activities has been asked to name a woman to the OFSAA Women's Committee.4

The formation of this Women's Committee was undoubtedly one of the biggest structural changes in OFSAA since it had been formed. M.A. 'Pete' Beach, the Executive-Secretary of OFSAA from 1957-1971 believed that it was one of the most important major changes during his term in office. He elaborated on this by stating:

When OFSAA started there was seven associations - now there are seventeen. Central Ontario Secondary Schools Association (COSA) and Western Ontario Secondary Schools Association (WOSSA) always conducted boys and girls activities and had women's committees. Northern Ontario Secondary Schools Association (NOSSA) and Eastern Ontario Secondary Schools Association (EOSSA) did some but to a lesser degree. Hamilton Interscholastic Athletic Council (HIAC), and Toronto Secondary Schools Athletic Association (TSSAA) had nothing to do with it. To a point I agree. Unless the girls were going to run the programme it was not fair to saddle it on the men.

When Central Ontario Secondary Schools Association (COSA) subdivided into COSA, SOSSA, and GBSSA and Western Ontario Secondary Schools Association (WOSSA) split into CWOSA, SWOSSA and WOSSA. This now meant that there were six associations dealing with girls activities. Generally speaking, the people who called themselves athletic associations had nothing to do with the girls at all. It was just the associations who conducted boys and girls activities.5

Constitutionally, the President of the Federation must be a principal, who presides over all meetings of both the Legislative Council and the Board of Directors.

The Board of Directors meets at least twice each year in between meetings of the Council. One representative (usually the Secretary) named to the Council from each association serves on the Board of Directors, along with one representative from the Ontario Department of Education. The Board of Directors carries on the business of the
Federation between the meetings of the Legislative Council. There are now between twenty-six to twenty-eight members on the Board of Directors and in addition there has been the hiring of an Assistant to the Board of Directors. 6

The Executive-Secretary of the Federation is a full time employee hired by the Board of Directors, and carries on business under its direction. There is also a full time office secretary. 7

Financially, the Ministry of Education grant had first exceeded $10,000 per annum for the first time in 1964. By 1971, it had reached $17,000 and by 1975 it had trebled from its 1964 mark to $30,000.

While money received in grants from the Department of Education and fees from the Associations have risen steadily, the cost per participant has in fact slightly decreased.

The average of grants and association fees for the years 1957 to 1961 was 32.2 cents per participant per year. For the years 1962 to 1966 this average was 25.3 cents and for the years 1967 to 1970 it was 23.8 cents. 8

As far as Associations fees were concerned the fee from 1973 to 1974-1975 was three cents a pupil based on the school enrolment as at September 30, 1973. 9 By 1975, however, a potential conflict situation has arisen when OFSAA wanted to increase the fee to five cents per pupil. This was reported in the minutes of the Annual Meeting held at the Cambridge Motor Hotel, Rexdale, Ontario on June 20 and 21, 1975.

Peter Warren, Secretary, TSAAA, reported that at the TSAAA annual meeting, a motion was passed which stated that if there is any increase in OFSAA fees next year they (TSAAA) regretfully would have to drop out of OFSAA. The increase was more than they could handle. Mr. Warren went on to apologize for some newspaper reports which had been completely inaccurate.

The question was asked as to why we could not ask for more money from the Ministry. Originally we received a grant on a two for one basis (help those who help themselves). However, the Ministry has made it clear the two for one is not possible now.
Also the grant was increased this past year as a direct result of the growing program for girls. OFSAA is the only organization at 559 Jarvis Street funded by the Ministry of Education — note that the Ministry also pays for our office space . . . a basic expense which could go over $5,000 a year.

It was emphasized that OFSAA relations with the Ministry of Education was excellent.

In addition to the above method of raising revenue additional means were mentioned in a document compiled for the Ontario Association of Educational Administrative Officials in July, 1972.

Recently too, additional income of about $10,000 a year has been realized from T.V. fees, activities and profit from the sale of supplies to schools. A total of about $5,000 has been available for our day-to-day expenses of salaries, general office and meetings. We are about 60% self-supporting but must continue to expect support from government, boards of education and associations.

You are well aware that teachers acting as coaches do so on a voluntary basis. Using a figure of $300.00 per coach per year and allowing for an estimated 25% for duplication, some 5,870 male coaches contributed $1,761,000.00 of their time to the program last year. Estimating similarly of women coaches, another $506,000.00 of time was contributed. The grand total of donated time would have a monetary value of $2,376,000.00.

Since the introduction of the County Board system in 1969, OFSAA has provided assistance to the elementary schools. Orders for rule books, coaching aids and pamphlets have been filled. Supervisors of elementary school physical education have been allowed to register at our annual coaching schools whenever possible. However, the financing of these services is still contingent on support from government, boards of education and associations.

**Associations**

The tremendous growth of OFSAA over this period of time caused a certain amount of turbulence. One area of concern was how the associations should be divided up to allow for the most effective and efficient use of resources available. A committee was formed to analyze Association Boundaries and a meeting was held on Saturday March 1, 1969 at the OFSAA office, 559 Jarvis Street, Toronto, Ontario. The committee members consisted of J. Hamilton (for D. Menard)(GBSSA),
R.E. McAskin (OVHSA), G.B. Goulding (COSSA), J.D. Luke (TDIAA), H. Triano (SOSSA) and the Chairman, A.G. McNally (CWOSSA). The study involved five areas:

A. Broad Policy for OFSAA
B. Effects of changed Department of Education Policy
C. Effects of Regional Government
D. Relative size of existing Associations
E. Association Entries in OFSAA events.

A summary of the findings of the meeting related the policy that OFSAA adopted:

A. That the existing broad policy for the structure of OFSAA be maintained, as stated in the findings of the previous Committee in their report of February 17, 1962.
B. That as OFSAA has explained to the schools concerned that their Boards may wish all their schools to be in the same association, and has arranged any transfers agreed to, it now will take further action only upon the request of the schools concerned.
C. That the development of Regional Government is at present too indefinite for meaningful study, but may well affect the structure of the present County Boards of Education.
D. That the Boundaries of the existing member Associations are satisfactory now and in the foreseeable future, with one notable exception.
E. That Toronto Districts Interscholastic Athletic Association (TDIAA) with 64 schools, a student population over 75,000 and a growth rate in student population and number of new schools twice that of the next largest Association, faces a crisis that must be met immediately.
F. The Committee recommends that TDIAA be allowed double the number of entries given to other Associations. It was reasoned that this is no more than they will receive as two separate associations, and would simplify administration at the OFSAA level. As an alternative to this TDIAA would justify being divided into two Associations of approximately equal size. Each would contain at least 30 schools.
G. That the maximum number of Associations should be 16, and that there is no real need for more at this time or in the next few years. This number should not be exceeded until a future study committee recommends otherwise.

By the time this report come into operation OFSAA had fifteen member associations. Although the committee recommended that the maximum number of member Associations should be sixteen, OFSAA went against this ruling and allowed two additional associations at the
Annual Meeting of the Legislative Council held at the Lord Simcoe Hotel, Toronto, Ontario on Saturday, September 26, 1970. At this meeting the Peel-Halton Secondary Schools Athletic Association (PHSSAA) and the North York Secondary Schools Athletic Association (NYSSAA) were formed.

For the Peel-Halton Secondary Schools Athletic Association (PHSSAA) the following was tabulated in the minutes:

The discussion of the Board of Directors' Meeting were reviewed and its recommendation to the Legislative Council read. It was agree that the schools of Peel-Halton had satisfied the requirements which last year's Annual Meeting had laid down.

Motion: Menard/Thorburn

"That the Peel-Halton Secondary Schools Athletic Association be accepted as a provisional member of the Ontario Federation of School Athletic Associations for the school year 1970-71."

CARRIED.

Mr. Ronald Belch, President of the new Association, commented briefly, stating that the PHSSAA would do its best to uphold the OFSAA philosophy and standards.14

The North York Secondary Schools Athletic Association (NYSSAA) was borne because of the increased growth of the Toronto District Interscholastic Athletic Association (TDIAA). By September 1970, North York was comprised of 18 secondary schools, 2 vocational schools and 25 Junior High Schools. The student population from Grade 9 to 13 was approximately 32,529.15 Thus, having reached the required enrolment of 30,000 members the NYSSAA became a member at the Annual General Meeting on September 26, 1970.

Thus the number of regional associations had expanded to seventeen (see appendix D) by 1970 and remained that way until 1975. However, the questions of associations and their various boundaries remains considerable and could possibly create further furor in the future.
Sports

By 1975 the number of sports had risen to fourteen, an addition of two to the previous era. In 1969 there were two new sports introduced at the OFSAA championship level - curling and tennis. With curling, prior to the first championship and still continuing is a Provincial High School event conducted by the Ontario Schoolboy Association.

The first OFSAA Curling Championships were held independent of the Canadian Curling Association Schoolboy Playdown toward the Canadian Championship Schoolboy Bonspiel. A significant number of our federated Associations are now conducting their own Curling Championships in late February or early March. They feel that the Curling season for high school competitions, when limited to the Ontario Curling Association's Schoolboy Playdowns, is too short. Further, to get into the Ontario Curling Association's Schoolboy Playdowns a school must commit itself preceding to the Canadian Schoolboy finals if they qualify. Some School Boards will not permit this. Therefore, those schools cannot take part in the Ontario Curling Association's program.

Thus by 1975 the following sports had OFSAA Provincial Championships - badminton, basketball, cross country, curling, golf, gymastics, ice hockey, skiing, soccer, swimming, tennis, track and field, wrestling and volleyball.

OFSAA did have its problems with some of its sporting committees. In 1971, wrestling, for example, had its difficulties.

In consultation with the Chairman of the OFSAA Wrestling Committee, Mike Harris, we find it essential to call a meeting of Association representatives to discuss specifically, Wrestling Rules and also other matters in relation to the 1971 OFSAA Wrestling Tournament.

The problem seems to be that a number of those on our list of convenors are providing us with information with regard to their own personal opinion which would seem to be contrary to the information of the Association as such.

One of the outstanding features of this era was the continued growth of the girls sporting activities. George 'Bev' Goulding, the
Executive-Secretary 1971-1976, emphasized this growth by stating that one of the significant changes to the organization during his term of office was the addition to the programme of the girls.

The biggest addition to the programme has been the girls. It wasn't until 1973 that we added girls Track and Field, girls cross country, girls curling, volleyball, basketball and swimming. That I would say is probably the biggest change from 1971 when I took over. In 1971 there was just tennis, badminton and skiing.18

By 1976 girls competed at the OFSAA level in volleyball, basketball, gymnastics, tennis, badminton, cross country, track and field, skiing, curling and swimming.19 The role of the Girls Activity Committee and its future was explained by Helen Gurney, a representative to OFSAA, from the Ministry of Education.

The Girls Activity Committee look after the co-ordinating of girls activities. They are really comparable to the Association Secretaries because most of them are Secretaries of the girls activities in their own Associations. The women know that the Girls Activity Committee should phase itself out and maybe representatives of the sports committees should grow and come to the Legislative Council. The women do not want to be identified as different from the men but to get things going they had to be. They are secure enough themselves now that they will never have to worry about their rights being looked after.20

Prominent Leaders

This stage marked the end of an era as far as two notewable figures in the growth of OFSAA was concerned. N.A. 'Pete' Beach, the Executive-Secretary of OFSAA from 1958 retired his position in 1971 although he remained on a part-time basis after that date. His work over thirteen years contributed greatly to the maturity of the organization. His term as Executive-Secretary began in troubled times due to their being no Executive-Secretary for a period of six months. This took its toll as some people believed that the organization no longer existed. His first task was to convince members not only that
Figure 9: The Number of Men Participants at the Ontario Federation of School Athletic Associations (OFSSA) Championship Level 1959-1975.
Figure 10: The Number of Women Participants at the Ontario Federation of School Athletic Associations (OFSSA) Championship Level 1967-1975.
it existed but that it also greatly contributed to the welfare of interschool sport. At the Annual Meeting of the OFSAA Legislative Council on Saturday, June 19, 1971 tribute was paid to him by A.A. Martin (GBSSA) the President of OFSAA at that time.

The President expressed his personal thanks and that of the Legislative Council to the outgoing Executive Secretary, Mr. N.A. 'Pete' Beach; after which it was moved: MacPherson/Beck 'that: Whereas Mr. N.A. 'Pete' Beach has been Executive Secretary of OFSAA from 1957 to 1971; and whereas he has by example demonstrated the highest qualities of leadership, consideration, respect for his fellowmen, and concern for the youth of this Province; and whereas 'Pete' has promoted the work of this Federation with the utmost diligence and dedication while Executive Secretary; the Legislative Council extends to him its sincere thanks for his years of service with the Federation, its sincere appreciation for a job well done, and its best wishes for a long and satisfying retirement.'21

Perhaps at this point it is applicable to quote N.A. 'Pete' Beach for the most significant changes in OFSAA during his term as Executive-Secretary. In a personal taped interview at the OFSAA office, 559 Jarvis Street, Toronto on January 17, 1977 he gave three major changes:

The three major changes were the formation of a women's committee, bringing more principals in and the formation of the various sports committees.22

The second notable figure who reached retirement at the end of this era (in 1977) was Helen Gurney. At her retirement H. Gurney, was the Chief Education Planning and Exchange Officer for the Student Affairs Branch Ministry of Education and also representative of OFSAA. In a personal taped interview with H. Gurney at the University of Windsor on December 12, 1976 her role with OFSAA over the years was explained.

I started with OFSAA when the present structure was organized in the Fall of 1952. I attended a planning meeting and then an
organizational meeting in December 1952. I sat on the Board of Directors for six years until 1958 and then in 1961 I joined the Ministry of Education and was reassigned as the Ministry's representative to OFSAA. I am the only founding one left of the current Board. 23

The new Executive-Secretary in 1971 was G. 'Bev' Goulding. He had been involved with OFSAA as Secretary of Central Ontario Secondary Schools Association (COSSA) and a Member of the Legislative Council from 1961-1971. Some of the significant changes which took place in his term of office from 1971-1976 were given in a personal taped interview with him at the OFSAA office, 559 Jarvis Street, Toronto, Ontario on February 24, 1977.

The biggest addition to the programme has been the girls. It wasn't until 1973 that we added Girls Track and Field, cross country, curling, volleyball, basketball and swimming. That I would say is probably the biggest change from 1971 when I took over. In 1971 there was just tennis, badminton and skiing.

A more recent addition has been the arrangement with Wintario with the Ministry of Culture and Recreation to have schools, teams, and individuals apply for half the cost of travel to OFSAA events. This started with the girls basketball tournament in December 1976. 24


**Ultimate Goal and Trends**

This area is best summed up by G. 'Bev' Goulding who states that he doesn't think there has been any change of the goals of OFSAA from 1971-1976. It stands as it was in the Constitution. 25 The basic philosophy is given in a Brief compiled for the Committee on the Costs of Education, Ontario, in March 1972.

The Ontario Federation of School Athletic Associations is the instrument through which the Associations, the Ontario Secondary
Schools Headmasters' Council and the Ontario Department of Education work in approving, planning and directing those inter-school athletic activities that will contribute to and be part of a well-rounded and meaningful educational experience at the secondary school level.

The Federation was organized and is operated on the premise that the plans, rules and regulations which determine and govern the Provincial inter-school athletic program can be best established by the school officials to whom responsibility for this phase of education has been delegated by the educational jurisdictions throughout Ontario.26

Issues and Conflicts in OFSAA

This era was marked by increased turbulence in OFSAA which probably reflected the increased growth of the organization. In 1969-1970 the major areas of concern were threefold:

With the increase in school population and the number of schools in the province (601 schools with an enrolment of 540,019 are members of OFSAA Associations) there has been a tendency on the part of groups of schools within Associations to move forward forming new Associations. For the past few years fifteen such Associations have been federated; two new ones were added during the school year 1969-1970 bringing the total to seventeen. As all Associations wish direct representation into OFSAA Championship events, certain tournaments particularly become unwieldy (18 teams in Basketball - 17 Associations plus an extra one from the host Association).

Financial support is always a problem but has greatly improved over the past year. However, there is still a great deal of work to be done.

Sport Ontario, with a full time Executive Director and office staff has been formed. Also, full time Executive Secretaries at the provincial level for most major sports are being appointed (Soccer, Swimming, Track and Field, are already on the job). Pressures on the high school program have greatly increased. This is a grave cause of concern, particularly at the level of the individual Principal and the Directors of the County Boards of Education. Finances at this level are a big factor with the present "squeeze" on the educational dollar.27

In addition, there was also pressure applied from sports governing bodies. In 1971, for example, the Canadian Amateur Boxing Association, had hired a full-time Head Coach for the next twelve months. Part of his duties were to tour Canada and the Boxing...
Association were requesting financial assistance from Provincial Governments and also schools to make the tour possible (see Appendix E). However, it was pointed out by the OFSAA Executive that with the pressure at that particular time on the educational dollar and the extensive interschool athletic program being carried on in most provinces there would be little enthusiasm for discussing the adding of an activity that would require extra finances (see Appendix F).

Another problem which arose at the end of this stage was related to the increased growth of OFSAA. The Track and Field OFSAA championship had grown to such a degree that it had become impossible to organize as one meet.

The Track and Field regional is a problem. We permitted 34 entries in each event (2 per association) which resulted in 2,000 athletes competing over the two days. The first time the meet is leaving Toronto is 1977 when it will be going to Sudbury. However, Sudbury cannot cope with more than sixteen in each event. This means we have to find some method of reducing the number of entries per event. One suggestion given was reducing Metro Toronto to four entries from sixteen. However, Metro Toronto was not happy with this suggestion. This led to a situation when we felt that we would have complete disunity in the Fall.

Another area of concern at the OFSAA championship level has been the teacher strikes and the work to rule situation.

Another problem is the teacher strike and work to rule situation e.g. Windsor in the Spring of 1977. This has affected OFSAA because we require teacher supervision for all our championship events (By Law 6). Chatham MacGregor couldn’t take part in basketball in Windsor because Kent County was on work to rule. Teacher unrest in the last few years has been a real problem to us. Last year (1976) we did not have the Toronto Secondary Schools Athletic Association (TSSAA) as the result of the aftermath of a strike in Metro Toronto a year ago.

Summary

The Elaborate Stage 1969-1975 of OFSAA's development reflected continued expansion which brought with it increased turbulence. This
era was marked by the establishment of strong boundary and adaptive systems. The boundary system aimed at public relations structures has been founded through the television coverage of OFSAA events and monthly publications to the school Physical Education Departments. The adaptive system aimed at planning and research has also emerged. Both Queens University at Kingston and the University of Windsor at Windsor have conducted indepth analyses of high school sport.

The structure of the organization changed structurally during this period. The formation of a Women's Committee to organize girls sporting activities in the province was one of the biggest structural changes in OFSAA since it had been formed. The Legislative Council increased in size to eighty-one (81) members because of a representative of the Women's Committee of each association being elected to the Council.

The number of associations increased from fifteen (15) to seventeen (17). Two (2) new associations came into being in 1970. They were the Peel-Halton Secondary Schools Athletic Association (PHSSA) and the North York Secondary Schools Athletic Association (NYSSAA).

Two new sports, curling and tennis, came into being in 1969 leaving the number of sports at fourteen (14) at OFSAA championship level in 1975. In 1971, with the girls sporting activities, there was just tennis, badminton and skiing but by 1975 Track and Field, cross country, curling, volleyball, basketball and swimming had been added.

Three notable figures retired from the organization. N.A. 'Pete' Beach retired from the Executive Secretary's position in 1971 and Helen Gurney, the representative from the Ministry of Education,
retired although this didn't actually take place until 1977. G. 'Bev'
Goulding, Executive-Secretary of OFSAA from 1971 retired in June 1977.

The goals of OFSAA remained the same right through to 1975.
However, many issues and problems arose which were of concern to the
organization. The questions of Association boundaries, financial
support, the role of Sport Ontario, pressure being applied by sports
governing bodies, the increased growth of sporting championships and
the teacher strike and work to rule situation, are situations which
OFSAA has to face and for which remedies must be found.
FOOTNOTES


2 OFSAA. Personal taped interview with G. 'Bev' Goulding at the OFSAA office, 559 Jarvis Street, Toronto, Ontario, on February 24, 1977.


4 Letter written to Mrs. Karen Shaw of Sudbury High School from Mr. N.A. 'Pete' Beach, Executive-Secretary of OFSAA, September 15, 1970.

5 OFSAA. Personal taped interview with N.A. 'Pete' Beach at the OFSAA office, 559 Jarvis Street, Toronto, Ontario on January 17, 1977.

6 OFSAA. Personal taped interview with G. 'Bev' Goulding at the OFSAA office, 559 Jarvis Street, Toronto, Ontario, on February 24, 1977.

7 OFSAA. A Brief Compiled for the Select Committee on Youth Ontario, 559 Jarvis Street, Toronto, Ontario, June 1965.


9 OFSAA. Minutes of the OFSAA Legislative Council Annual Meeting, Airport Hilton Hotel, Mississauga, Ontario, June 21 and 22, 1974.


12 OFSAA. OFSAA Committee on Association Boundaries Report, 559 Jarvis Street, Toronto, Ontario, March 1, 1969.

13 Ibid., pp. 3 and 4.


17. OFSAA. A letter written to all Association Secretaries re: OFSAA Wrestling from N.A. 'Pete' Beach, Executive-Secretary of OFSAA, 559 Jarvis Street, Toronto, Ontario, October 31, 1970.


20. OFSAA. Personal taped interview with H. Gurney at the University of Windsor, December 12, 1976.


22. OFSAA. Personal taped interview with N.A. 'Pete' Beach at the OFSAA office, 559 Jarvis Street, Toronto, Ontario on January 17, 1977.

23. OFSAA. Personal taped interview with H. Gurney at the University of Windsor, December 12, 1976.


25. Ibid.


27. OFSAA. A Prepared Statement by OFSAA to the Canadian Federation of Provincial School Athletic Associations, Third Annual Meeting, November 20, 21, 22, 1970.


29. Ibid.
CHAPTER VIII

THE BUDGET

The purpose of this chapter is to analyze the budget of OFSAA from 1952-1975. This thesis has so far utilized a macro-approach to the study of the total organization i.e. it has looked at OFSAA from a holistic viewpoint. The research however, would seem to be incomplete without a micro-analysis included i.e. without looking at some important quantitative determinants of OFSAA's growth. Of the various variables discussed in this chapter of the study - budget, the number of sports championships conducted at OFSAA level, the number of schools in the province of Ontario, the number of school children in the province of Ontario, the number of regions associated with OFSAA and the number of members on the Legislative Council - the author decided that budget would be chosen as the best growth variable to be used as the dependent variable for the micro-analysis.

The budget has always been an important element of interschool sport in Ontario. "The interschool sports program in Ontario has reached a cross-roads in its development." There appears to be an increasing demand by both the government and the public in general for some form of accountability. It is no longer reasonable to allocate funds and resources on the premise of needs or previous allocations alone. The importance of budget was recognized by the Ministry of Education study on high school sport undertaken by Queen's University, Kingston, Ontario in 1976. Their main finding in relation to budget
Interschool sports budgets appear to have kept pace reasonably well with inflation in recent years with the exception of equipment replacement, but budget limitations may have been a factor in the sudden arrest in participation growth.3

The aim of this chapter was to analyze the growth pattern of total revenue of the organization from 1952-1975 to determine which of the independent variables (sports, schools, school children, regions and members of the Legislative Council) had the most significant impact on the total revenue generation of the organization during these years. This would then give OPSAA members some guidelines in present and future years as to what factors they could look at in determining their future budget size and allocation.

The total revenue during these years consisted of government grants, fees collected from the association members and revenue raised from such other sources as television and publications. For purposes of analysis, growth was measured as annual reported revenue deflated for price changes (i.e. accounting for inflation or actual purchasing power). This was accomplished by using the consumer price index.4 For each year the inflated figure was multiplied by 100 and divided by the consumer price index. For graphic representation of a deflated and inflated budget see (Figure 11: Total Revenue Inflated of the Ontario Federation of School Athletic Associations 1948-1975) and (Figure 12: Total Revenue Deflated of the Ontario Federation of School Athletic Associations 1948-1975).

**Multiple Regression Analysis**

Multiple regression analysis is both a descriptive and an inferential statistical tool. In a descriptive capacity, multiple
Figure 11: Total Revenue Inflated of the Ontario Federation of School Athletic Associations (OFSAA) 1948-1975.
Figure 12: Total Revenue Deflated of the Ontario Federation of School Athletic Associations (OFSAA) 1948-1975.
Regression finds the best linear prediction equation for a criterion from a set of predictors. The coefficient of determination (R square) is the index of the proportion of total variance in the criterion accounted for by predictors in the equation. In an inferential role, multiple regression analysis examines the statistical significance of the relationship represented by the regression equation (F value). Stepwise regression analysis is appropriate where relationships among variables are not already known. The forward stepwise multiple regression procedure first selects the predictor (independent variable) which explains the most variance in the criterion (dependent variable); the best prediction model at step one. At each subsequent step the variable which accounts for the greatest amount of variance remaining after that accounted for by previous variables has been removed is selected. The selection process continues until no variables which will maintain the significance of the regression equation remain.

The techniques of the stepwise procedure can be useful for data screening for promoting insight into the relative strengths of the relationships between proposed independent variables and a dependent variable. None of the techniques, however, is guaranteed to produce the best model, and no model developed by such means can be guaranteed to represent "real world" processes accurately. Within these limitations the model can give some guidelines as to what variables influence the budget.

Multiple regression in equation form exists as follows:

\[ \hat{Y}_p = a + b_1 X_1 + b_2 X_2 + \ldots + b_n X_n \]

where:
$\bar{y}_p$ is the predicted value of the dependent variable.

$b_1, b_2$ etc. are the net regression coefficients applied to their respective independent variables $x_1, x_2$ etc. These regression coefficients give the proportion of the standard deviation of the dependent variable accounted for by an independent variable with the effects of all other variables that precede either of the two variables removed. Thus each net regression coefficient measures the change in $\bar{y}_p$ for each change of 1 in the independent variable, but assuming the other independent variables are held constant.

$x_2$ is any selected value of $x_2$ and is a constant.

On this basis multiple regression analysis could be used as a predictor. In other words, some idea of the 1976 budget could be obtained by using the stable independent variables such as sports, regions etc.

**The Variables**

The annual budgets for 1953-75 were the measure of the dependent variable in the regression equation. This revenue was analyzed using inflated and deflated prices by taking into account the consumer price index (see Table 2: Total Revenue Deflated and Inflated). For example, the 1952 total revenue inflated was $6,000. To obtain the deflated (actually inflated) value we get $6,000 \times \frac{100}{90.2} = $6,652. Thus the procedure used was:

\[
\text{Total Revenue deflated} = \text{Total Rev. Inflated} \times \frac{100}{\text{Consumer Price Index}}
\]

The independent variables used were sports, schools, number of school children (people) and the number of members on the Legislative Council.
# Table 2

**Total Revenue Deflated and Inflated**

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<td>1967</td>
<td>9</td>
<td>535</td>
<td>463736</td>
</tr>
<tr>
<td>1968</td>
<td>12</td>
<td>553</td>
<td>500807</td>
</tr>
<tr>
<td>1969</td>
<td>14</td>
<td>567</td>
<td>530679</td>
</tr>
<tr>
<td>1970</td>
<td>14</td>
<td>569</td>
<td>556913</td>
</tr>
<tr>
<td>1971</td>
<td>14</td>
<td>588</td>
<td>574520</td>
</tr>
<tr>
<td>1972</td>
<td>14</td>
<td>607</td>
<td>583013</td>
</tr>
<tr>
<td>1973</td>
<td>14</td>
<td>611</td>
<td>585725</td>
</tr>
<tr>
<td>1974</td>
<td>14</td>
<td>611</td>
<td>589650</td>
</tr>
<tr>
<td>1975</td>
<td>14</td>
<td>613</td>
<td>605160</td>
</tr>
</tbody>
</table>
However, there was a further consideration. The total revenue both inflated and deflated was also analyzed according to the previous years data to see whether it was determined by not the data of the same year but rather that of a year ago. For example, the budget of 1955 may have been determined by the budget, sports, regions, schools, people or council of 1954.

Assumptions in the Use of Multiple Regression Analysis

One assumption is that the relationship among the variables is linear. If one or more are curvilinear (or some other relationship), any predicted value might be unreliable. In this analysis this assumption was met with all the variables showing steady growth and no recessions.

The various measures developed in multiple regression analysis are based on past history. Any predictions based on these measures, therefore, are predicted on the assumption that nothing drastically new has been introduced. In this analysis the assumption was met.

Draper and Smith warn that:

Stepwise regression can easily be abused by the 'amateur' statistician. Sensible judgement is still required in the initial selection of variables. It is easy to rely too heavily on the automatic selection performed in the computer.

Caution should be used in forecasting when the independent variables are time series. Many time series move up and down together, both seasonally and over a long period of time. Thus, it may appear that there is a high relationship among the variables when there is not. The author recognizes this limitation for this author but the underlying aim is still to try and obtain variables which apparently influence the budget.
Analysis of Data Tables

Table 4 (Dependent Variable Budget Deflated = Budget Lagged, Sports, Schools, Regions, Council), Table 5 (Dependent Variable Budget Deflated = Budget Lagged, Sports Lagged, Schools Lagged, People Lagged, Regions Lagged and Council Lagged), Table 6 (Dependent Variable Budget Deflated = Sports Lagged, Schools Lagged, People Lagged, Regions Lagged and Council Lagged), Table 7 (Dependent Variable Budget Inflated = Budget Lagged, Sports, Schools, People, Regions and Council), Table 8 (Dependent Variable Budget Inflated = Budget Lagged, Sports Lagged, Schools Lagged, People Lagged, Regions Lagged, and Council Lagged) are stepwise multiple regression tables obtained from using the SAS 76 programme. The model was:

Dependent Variable = The Sum of the Independent Variables

An independent variable is the presumed cause of the dependent variable, the presumed effect. The independent variable is the antecedent 'a priori'; the dependent variable is the consequent 'a posteriori'.

The intercept is where the graph line crosses the y axis and it can be either positive or negative.

The significance of the direct contribution made by each predictor to the reduction of unexplained variance in the budget was determined by examining the standardized regression coefficients (beta weights) which indicate . . . the proportion of the standard deviation of the dependent variable accounted for by an independent variable with the effects of all other variables that precede either of the two variables removed.

At each step the last beta weight is the expression of the direct
### Table 4

**Stepwise Multiple Regression Analysis Dependent Variable: Budget Deflated = Budget Lagged, Sports, Schools, People, Regions, Council**

<table>
<thead>
<tr>
<th>Variables in the Equation</th>
<th>Beta Value</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>-54557.89057895</td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td>178.311314944</td>
<td>6.6559806</td>
</tr>
</tbody>
</table>

All variables in the model are significant at the 0.1000 level.

### Table 5

**Stepwise Multiple Regression Analysis Dependent Variable: Budget Deflated = Budget Lagged, Sports Lagged, Schools Lagged, People Lagged, Regions Lagged, Council Lagged**

<table>
<thead>
<tr>
<th>Variables in the Equation</th>
<th>Beta Value</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>-29415.56452108</td>
<td></td>
</tr>
<tr>
<td>Budget Lagged</td>
<td>0.2091508</td>
<td>0.07258806</td>
</tr>
<tr>
<td>Schools Lagged</td>
<td>103.50937033</td>
<td>5.74174339</td>
</tr>
<tr>
<td>People Lagged</td>
<td>5.74174339</td>
<td>0.00643725</td>
</tr>
<tr>
<td>Regions Lagged</td>
<td>-2423.65401819</td>
<td>54.67571576</td>
</tr>
</tbody>
</table>

No other variables met the 0.05000 significance level for entry into the model.
relationship between the criterion and the regressor at that step. The standard error of the estimate associated with the beta weight is multiplied by 1.96 to provide the critical Z values for the partial regression coefficient. A variable with a coefficient which equals or exceeds the critical Z value is a significant direct predictor of the criterion.

Standard error refers to the residual variation, not accounted for by the dependent variable’s relationship to the independent variables. The F value and the probability was not used in this analysis to determine significances. It was based solely on the Beta weight being greater than the standard error of the estimate being multiplied by 1.96.

Results

Tables 4 (Dependent Variable Budget Deflated = Budget Lagged, Sports, Schools, People, Regions and Council), Table 5 (Budget Deflated = Budget Lagged, Sports Lagged, Schools Lagged, People Lagged, Regions Lagged and Council Lagged) and Table 6 (Dependent Variable Budget Deflated = Sports Lagged, Schools Lagged, People Lagged, Regions Lagged, and Council Lagged) were concerned with a deflated budget. In Table 4 the dependent variable was budget deflated while the independent variables were budget lagged, sports, schools, school children, regions and members of the Legislative Council. The only significant variable was the number of schools where the beta value (178.31134944) was greater than 1.96 times than the standard error of the estimate (6.65559806).

Table 5 analyzed a deflated budget in terms of all the other
### Table 6

**Stepwise Multiple Regression Analysis Dependent Variable**
- Budget Deflated = Sports Lagged, Schools Lagged, People Lagged, Regions Lagged, Council Lagged

\[ R^2 = 0.96563119 \]

<table>
<thead>
<tr>
<th>Variables in the Equation</th>
<th>Beta Value</th>
<th>Std. Error</th>
<th>Type II SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>-2817.84568914</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People Lagged</td>
<td>0.09772504</td>
<td>0.00402321</td>
<td>55185677</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>35.8896100</td>
</tr>
</tbody>
</table>

All variables in the model are significant at the 0.1000 level.

### Table 7

**Stepwise Multiple Regression Analysis Dependent Variable**
- Budget Inflated = Budget Lagged, Sports, Schools, People, Regions, Council

\[ R^2 = 0.98255022 \]

<table>
<thead>
<tr>
<th>Variables in the Equation</th>
<th>Beta Value</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>3331.25711364</td>
<td></td>
</tr>
<tr>
<td>Budget Lagged</td>
<td>1.04982446</td>
<td>0.03332331</td>
</tr>
<tr>
<td>Sports</td>
<td>762.02441345</td>
<td>57.73750215</td>
</tr>
<tr>
<td>Regions</td>
<td>-639.24830110</td>
<td>76.37505084</td>
</tr>
</tbody>
</table>

No other variables met the 0.5000 significance level for entry into the model.
variables being lagged i.e. budget, schools, people, regions, sports and council lagged. Here the significant variables were: budget lagged (Beta value 0.20691508; Standard error 0.07258806), schools lagged (Beta value 1.0350397033; Standard error 5.74174539), people lagged (Beta value 0.03155669; Standard error 0.00643725) and regions lagged (Beta value -423.65401819; Standard error 54.67571576).

Table 6 resembled Table 5 the only difference being that a lagged budget was omitted as an independent variable. The significance level was also different with Table 6 having a 0.1 level and Table 5 a 0.5 level. In Table 6 the number of school children was the only significant variable (Beta value 0.09772504; Standard Error 0.00402321).

The following tentative conclusion could be reached with a deflated budget. The number of schools both lagged and unlagged, the number of school children (lagged), the budget (lagged) and regions (lagged) appear to be the determining factor. The most significant variables determining the deflated budget seemed to be the number of schools.

Table 7 and 8 used an inflated budget as the dependent variable. In Table 7 the budget lagged, the number of sports, schools, school children, regions and members of the Legislative Council were the independent variables. The significant variables were budget lagged (Beta value 1.0492446, Standard error 0.03332331); sports (Beta value 762.02441345; Standard error 57.73750215) and regions (Beta value -639.24830110; Standard error 76.37505084).

Table 8 was similar to Table 7 except all the independent variables were lagged. Budget lagged (Beta value 0.95775491; Standard error 0.03002053) and the number of sports lagged (Beta value 834.5366323; Standard error 42.48366222) were significant.
TABLE 8
STEPWISE MULTIPLE REGRESSION ANALYSIS DEPENDENT VARIABLE BUDGET INFLATED = BUDGET LAGGED, SPORTS LAGGED, SCHOOLS LAGGED, PEOPLE LAGGED, REGIONS LAGGED, COUNCIL LAGGED

R SQUARE = 0.98569865

<table>
<thead>
<tr>
<th>VARIABLES IN THE EQUATION</th>
<th>BETA VALUE</th>
<th>STD. ERROR</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERCEPT</td>
<td>-1411.56357017</td>
<td></td>
</tr>
<tr>
<td>BUDGET LAGGED</td>
<td>0.95775491</td>
<td>0.03002053</td>
</tr>
<tr>
<td>SPORTS LAGGED</td>
<td>834.53863323</td>
<td>42.48366222</td>
</tr>
</tbody>
</table>

No other variables met the 0.5000 significance level for entry into the model.
Thus with an inflated budget the significant variables were a lagged budget, sports lagged and unlagged and the number of regions. The most significant was a lagged budget.

Conclusions

With regard to the total revenue of the organization the following tentative conclusions were reached. The important variables for a deflated budget were the number of schools, school children, regions and a lagged budget. Schools appeared to be the most significant variable. This could have important implications for OFSAA. If the number of school children decline which is predicted in Ontario by 1980 then the number of schools could decline also. This could possibly lead to a reduction in revenue.

The important variables for an inflated budget were a lagged budget, sports lagged and unlagged and the number of regions. An interesting aside worthy of note was that the number of members of the Legislative Council did not determine the total revenue either inflated or deflated.

One final step to be taken into account is to test the regression equation to determine its value. As the 1976 Total Revenue of OFSAA is now known this was able to be done.

In reference to Table 8 the following procedure was taken using the nearest whole number:

\[ \bar{Y}_p = a + b_1 X_1 + b_2 X_2 \]

\[ \bar{Y}_p = -1412 + 0.96 \times (39,807) + (835 \times 14) \]

\[ \bar{Y}_p = -1412 + 95,817 + 11,690 \]

\[ \bar{Y}_p = $106,093 \]
The model predicted a 1976 budget of $106,093. The actual budget was $104,632.

To determine the predictive value of the model it should be tested again in future years to determine whether it is consistent, reliable and valid.
FOOTNOTES


15 Anthony J. Barr et al., Op cit., p. 252.
CHAPTER IX

ACTION-SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter briefly outlines the nature of the problem which was investigated and the steps which were taken to solve it. The evidence is then summarized, and conclusions based on both the results and the evidence are stated. Finally, recommendations for future action/research are put forward.

Summary

The purpose of this study was to investigate and analyze the organizational history of the Ontario Federation of School Athletic Associations (OFSAA). Furthermore, the study attempted to determine whether OFSAA's organizational history followed the same stages of growth or cycles of conflict as the organizations studied by Daniel Katz and Robert Kahl and Ralph Stogdell, respectively which were based mainly on business and government organization studies.

Substantial concern was reflected in Chapter I. Since there has been an increase in interest in Canadian studies, it was timely therefore to undertake a study of the organizational growth and development of the Ontario Federation of School Athletic Associations (OFSAA). A felt need for the study was developed because:

1. An analysis of the organizational growth and development of High Schools Athletic Associations has not been completed before in Canada.
2. This study would test the Sports Institute for Research/Change Agent Research (SIR/CAR) model and the Change Agent Research method to see whether it was applicable to a Secondary School Athletic Association.

3. It could provide the base for future studies in Secondary School Sport.

4. A base could be made for a future study on a comparative basis, e.g., comparing a Canadian and an American or Australian High School Athletic Association.

5. The study would blend models and methods of History and Administrative Science (qualitative and quantitative).

From this felt need significant questions emerged which were to be investigated:

1. Does OFSAA's organizational history follow the same patterns of growth or cycles of conflict as the organizations studied by Katz and Kahn, and Stogdell?

2. What were the significant problems encountered by the members of OFSAA throughout its growth and development?

3. Was organizational conflict present within OFSAA, and if so what or who caused it?

4. Did OFSAA change organizationally, and if so what caused the change?

5. What contribution does the SIR model and CAR methodology make to the study of organizational history when applied to a secondary school athletic association such as OFSAA?

Following this limitations and delimitations of the study were given and definitions stated.

The second chapter looked at the research design and
methodological procedures. The research model which was utilized in the study was a modification of the model conceptualized by Moriarty in his study of the Canadian Intercollegiate Athletic Union Central (CIAUC). The model consisted of three dimensions:

1. The nomothetic, structural, situational dimension which examined the task, structure and control of the organization.

2. The idiographic, people, personal, positional dimension. This studied the administrator in terms of traits, the situation, and behaviour as decision-maker and group leader.

3. The trends, conflict identification and management and change dimension. This examines the ultimate goal and trends of the organization together with problems and issues which arise.

The paradigm used applied the theoretical model to the organization in question, OFSAA.

Much of the information collected to apply to the model and paradigm was obtained from gleaning the minutes of meetings of the Board of Directors, Legislative Council and any special meetings of OFSAA. Additional information was collected by utilizing the Semi-Directed Focused Interview (SDFI) with selected members of the administrative bodies of OFSAA, member institutions, and other individuals who have made a significant contribution to OFSAA.

Cluster analysis was employed to provide quantitative means as the variables used were clustered on a time sequence basis to determine symmetry or as, symmetry with Katz and Kahn's stage of development. Primary, Stable and Elaborate stage. The variables which were measured were the number of members of the Legislative Council, the number of sports, the number of regions or associations,
the number of schools, the number of children in the schools and the total revenue of the organization each year from 1948-1975. This cluster analysis provided the following stages of growth and development of OFSAA:

1952-1957 The Primary stage
1958-1962 The Stable stage
1963-1968 The Stable-Elaborate stage
1969-1975 The Elaborate stage

The years 1948-1952 did not have complete data and so were not included in the analysis. As OFSAA was only a loose-knit organization at this stage this period was determined as the Embryonic stage. In addition, qualitative data, such as peoples opinions were used, to support the quantifiable material.

Chapter III related the embryonic stage of growth from 1948-1952. The situation and organization of secondary school sport in Ontario prior to 1948 was established to set the scene for the founding of OFSAA. The formation of OFSAA came about in response to requests from several school athletic associations for the formation of a controlling body to govern Ontario school athletics. The Physical and Health Education Branch of the Department of Education with direction from Gordon Wright, Director of the Physical Education Branch, agreed to convene a meeting on March 30, 1948 at Hart House, Toronto for the purpose of discussing the formation of such a governing body. The significance of this era was that there was a definite need to set up an organization to increase the benefits and reduce the ills of interschool sport.6

Structurally, during this time, the administrative authority of
the Federation was vested in a Board of Directors elected, each for a
term of one year. At this point the Board of Directors played the
same role as the Legislative Council would later assume or 'fill'.

In 1948, OFSAA conducted three sport championships on a
provincial basis - cross country, ice hockey and track and field. In
1949 basketball was added and these four sports remained as the only
four sports championships conducted on a provincial basis by OFSAA
until 1959.

Prominent Leaders were Gordon Wright, as representative of the
Department of Education; W.A. McWilliams, the first President of the
organization; Alex MacPherson, the first Vice-President; and Dalt White,
the first Secretary.

The ultimate goal at this time was to supervise and control
interscholastic activities in which the members engaged. Issues of
conflict appeared to be external rather than internal where pressure
applied by sports governing bodies was the main concern.

Chapter IV, reflected the primary stage of development of OFSAA
from 1952-1957. This era is significant because it represents the
formal beginning of the organization authorized by the Ministry of
Education. Funds were made available to the organization for the first
time from the Ontario Provincial government as of January 1, 1953. This
represented Katz's primary stage of development because the organization
officially came into being at the beginning of the era with a common
goal being agreed upon. The major sub-system was Production or
Service for the primary beneficiaries of the organization. During this
time period OFSAA worked under a Legislative Council and the first
full-time Executive Secretary C.V. 'Charlie' Box was appointed. Two
underlying issues faced OFSAA during this period - firstly, the increase in the number of schools meant new associations applying for status. Secondly, there was a general concern about the role of OFSAA in terms of its member association.

The stable stage of the growth from 1958-1962 is related in Chapter V. The difference between the Primary and Stable stage was a need for reliable performance and effective co-ordination of roles. The Board of Reference was constituted to fulfill this role in that it had to deal with the problems and issues that OFSAA had to face. Growth was apparent with the number of sport championships increased by five (5) - Gymnastics, volleyball, skiing, swimming and wrestling and the number of associations grew from nine (9) to twelve (12). N.A. 'Pete' Beach also became the new Executive - Secretary a-position he was to hold until 1971. Finally, the ultimate goal and trends remained basically the same with the basic ideal being to maximize the benefits and minimize the ills of interschool sport.

Chapter VI outlined the stable - elaborate stage (1963-68) of growth of OFSAA as an organization. This era was determined as stable-elaborate because although it had developed a strong boundary system aimed at public relations structures as Television coverage of OFSAA events has begun, it had not yet started the adaptive system aimed at planning and research. Steady growth took place with the number of associations having risen to fifteen (15) by 1968 with three (3) new championship sports having been introduced in the form of badminton, golf, and soccer. The ultimate goal remained the same but various issues once more arose with academic eligibility in the forefront along with OFSAA facing various pressures from sports governing bodies.
Chapter VII dealt with OFSAA as an elaborate organization from 1969-1975. An adaptive system had now also emerged with new planning and research being conducted with high school athletics. The Ontario Ministry of Education had funded a cooperative study analyzing secondary school sport in Ontario. Both, Queens University at Kingston and the University of Windsor at Windsor have conducted indepth analyses of secondary school sport, a sample survey of public attitudes and an indepth study respectively. Structurally, the Legislative Council increased to eighty-one (81) members with the majority of the increase coming from the representatives of each associations Women’s committee. The formation of Women’s committee was undoubtedly one of the biggest structural changes since OFSAA had been formed.

Growth continued with two new Associations - Peel-Halton Secondary Schools Association (PEHSSA) and the North York Secondary School Association (NYSSA) being formed. By 1975, two (2) new sports came into operation - curling, tennis. Tremendous growth took place in the girls sports with championships being held in volleyball, basketball, gymnastics, tennis, badminton, cross country, track and field and skiing.

This era also marked the retirement of N.A. ‘Pete’ Beach and Helen Gurney two prominent figures in the organizations history. George ‘Bev’ Goulding, who succeeded N.A. ‘Pete’ Beach as Executive Secretary also completed his interim term and was replaced by Andy Gibson, in June 1977. The basic goals remained the same but there was increased turbulence with increased population, financial problems and pressure from sports governing bodies all causing concern.

In Chapter VIII the thesis moved from a macro-analysis of the organization to a micro-analysis. Stepwise regression analysis was
used to determine the significance of the direct contribution made by each independent variable (number of sports, number of schools, number of school children, number of regions and the number of members of the Legislative Council) on the dependent variable (total revenue both deflated and inflated). With regard to the total revenue of the organization the following tentative conclusions were reached. The important variables for the deflated budget were the number of schools, school children, regions and a lagged budget. Schools appeared to be the most significant variable. This could have important implications for OFSAA. If the number of school children decline which is predicted in Ontario by 1980 then the number of schools could decline also. This could possibly lead to a reduction in revenue.

The important variables for an inflated budget were a lagged budget, sports lagged and unlagged and the number of regions. An interesting aside worthy of note was that the number of members of the Legislative Council did not determine the total revenue either inflated or deflated.

The Future of OFSAA

This thesis would be incomplete if one were not to have some kind of look into the future to see where the organization was heading. Perhaps, at this point it would be wise to return to Ralph M. Stogdell's theory of organizations:

Organizations, if they survive for any length of time, exhibit cyclical periods of growth and decline. They often experience
difficulties and hardship in the early stages of development, then experience a period of revitalization, reorganization and growing achievement. After reaching a period of peak achievement, they begin to weaken and experience serious difficulties. Under extreme deterioration they either dissolve, are absorbed, or become rejuvenated and start a new cycle.

At what point in this cyclical growth period does OFSAA stand?

It is the author's view that the organization has reached the period of peak achievement and is beginning to experience difficulties.

Some of the fundamental questions that OFSAA faces are:

1. What will OFSAA's relationship be with Sport Ontario?

2. What role does Sport Ontario play in secondary school sport? In this particular case there may have to be closer co-operation between the two bodies as far as the various sports are concerned.

3. How is OFSAA going to cope with the increased growth? Does it keep dividing up into more associations or does the organization itself split into two or more organizations?

4. Should OFSAA allow the elite athlete to compete in OFSAA provincial championships?

5. Will OFSAA's budget continue to increase if the number of schools and school children decline by 1980 as predicted?

6. Should OFSAA continue as a co-ordinating body or should it operate as a governing body? In this context, the author believes it should remain a co-ordinating body.

The author believes that in the next few years the organization will have to critically re-evaluate itself to see whether it is still satisfying the avowed goals.

However, many individuals associated with OFSAA are optimistic about the future (see Appendix H and I). The thoughts of two of the people...
within the organization are given as follows: G. ’Bev’ Goulding, the Executive-Secretary of OFSAA from 1971-1977 says:

I cannot see OFSAA disappearing. I think there will always be a high school-interschool programme. We wonder what effect Sportplan will have as high schools and education generally do not figure very prominently in its plans. We will see in the next few years what effect Sportplan has on our programme.9

Helen Gurney, Chief Education Planning and Exchange Officer for the Student Affairs Branch, Ministry of Education says that she believes that OFSAA will remain the same. "I don’t think it will grow bigger because our school population is diminishing but I think it will have more activities. "10

Conclusions

An analysis of the organizational growth and development of OFSAA from 1948-1975 arrived at the following conclusions:

1. Cluster analysis was an adequate instrument for determining the stages of growth in OFSAA's history. In this regard, it showed where changes in growth took place and proved to be an adequate quantitative measure for an organizational history analysis.

2. OFSAA's organizational history appears to follow the stages of development as advocated by Katz and Kahn.11 The organization has passed through the following stages:

1. The Embryonic Stage 1948-1952
2. The Primary Stage 1952-1957
3. The Stable Stage 1958-1962
4. The Stable - Elaborate Stage 1963-1968
5. The Elaborate Stage 1969-1975

In addition, OFSAA appears to have followed Stogdell's theory of organizations as indicated previously.

OFSAA appears to be at that point of peak achievement but seems to be faced with difficulties with continued growth from associations and schools and in deciding its relationship with other sporting bodies such as Sport Ontario.

3. Significant problems did occur throughout the organizations' growth. Initial problems which arose were generally-speaking those of any newly formed organization: determining the structure and association boundaries, setting up goals and philosophies, obtaining financial support and an adequate managerial structure. There also was a general concern of the role of OFSAA in terms of its member associations. In the Stable and Stable-Elaborate stages of growth difficulties arose which were of a different nature. There were no longer problems associated with that of a newly formed organization finding its feet but rather that of an established organization receiving pressure from sports governing bodies and internally having to face issues such as academic eligibility.

Finally, in the Elaborate stage there were concerns with increased growth and further division of associations as well as determining OFSAA's relationship with newly formed bodies such as Sport Ontario in order to avoid duplication of services.

4. OFSAA did change organizationally. Initially, OFSAA was an oligarchical system with the power lying with the Board of Directors elected, each for a term of a year. Later, a Legislative Council came into being which was a more equalized democratic
arrangement with representatives of each association being able to participate in policy-making. As more and more disputes arose it was decided in 1957 to constitute a Board of Reference to deal with problems and issues which OFSAA had to face. Probably, the most important structural change took place in the elaborate stage with the formation of a Women's Committee and the admission of a woman's representative from each Association to the Legislative Council.

5. Different individuals played their part in the development of OFSAA. In the early stages it was Gordon Wright, as representative of the Department of Education and Dalt White as the first Secretary who set the wheels in motion. Later, it was C.V. 'Charlie' Box, the first full-time Executive-Secretary of the organization and his successor N.A. 'Pete' Beach who played, until 1971, significant roles in its continued development. In modern times, it has been G. 'Bev' Goulding, the Executive-Secretary from 1971-1976 who has continued the work. Other individuals also played their part such as principals, players, coaches, etc., but it is necessary to mention Executive-Secretaries as they are the only people who maintain office over a period of time.

6. The SIR molar research model was found to be helpful in the analysis of the Organizational History of OFSAA.\textsuperscript{12} The model assisted in organizing the immense amount of data which was obtained from the minutes and interviews. In addition, the Semi-Directed Focused Interview (SDFI) was very applicable to this type of research. The non-directive technique gave the interviewees the opportunity to focus on the events and situations which were
significant to them. Many of the responses followed the pattern of the model which illustrated the connection between the model and the real life situation.

**Recommendations and Future Research**

The following recommendations are posed as potential areas for future research in Canadian Universities.

1. Further research of a similar nature should be conducted with other high school athletic associations in Canada. This would provide the opportunity for investigators to make comparisons in high school athletics.

2. In addition, research on an international basis should be conducted with high school athletic associations. Here, comparisons could be made, for example, with a United States, British or an Australian High School Athletic Association.

3. The technique of cluster analysis should be used with other athletic associations to determine its effectiveness and reliability.

4. This study used quantitative analysis followed by qualitative analysis. Perhaps, the reverse could be used to determine the similarities and differences. Previous studies including this one used content analysis and audio interviews to identify eras. This is one of the first integrating qualitative and quantitative analysis in Organizational History. Future studies could use quantitative data to identify by cluster analysis the eras. Qualitative data could then be secured by interview and additional content analysis.

5. Biographies and research in leadership on OFSAA members should be
carried out immediately. This would give an added dimension to this study:

6. Future studies could also use an additional micro-analysis of the important variables. This study analyzed the budget through regression analysis. Different statistical techniques could be employed to analyze the important variables.

7. Future studies could use cluster analysis to determine the eras of growth and then could use some statistical method (Analysis of Variance) to determine significance within and between eras on each of the quantitative variables.

8. Patterns of relationship between the 'elected' and the 'permanent' staff could be analyzed in other organizations.

9. Other quantitative variables which could be analyzed are number of meetings, number of people in meetings, number of hours in meetings and the complexity of eligibility rules as well as the ones in this study.
FOOTNOTES


5 Daniel Katz and Robert L. Kahn, op cit., pp. 78-86.

6 Letter written by Mr. Gordon Wright, Director of the Physical and Health Education Branch, March 20, 1948.

7 Daniel Katz and Robert L. Kahn, op cit., pp. 78-86.

8 Ralph M. Stogdell and Alvin E. Coons (eds.), op cit.


10 Personal taped interview with Helen Gurney, Chief Education Planning and Exchange Officer for the Student Affairs Branch, Ministry of Education at the University of Windsor, Windsor, Ontario, December 12, 1976.

11 Daniel Katz and Robert L. Kahn, op cit., pp. 78-86.

12 Richard J. Moriarty, op cit., p. 129.
Toronto 2  
March 20th, 1948.

Dear Mr. Beach:

Re: Interschool Athletic Activities

The time has arrived when it is necessary to have a clearer expression of opinions on interschool athletic activities. Therefore this branch is taking the initiative in calling together interested representative organizations across the province.

Purpose

1. To assess the value and functions of present organizations.
2. To outline a policy which would govern Ontario high school athletic activities.
3. To reorganize or to expand present organizations or plan a provincial organization.
4. To discuss the possibilities of a more practical area distribution for each of the present secondary school associations.

Place - Music Room, Hart House

Date - March 30th at 2:30 p.m.

It would be appreciated if you would be present at this meeting. Perhaps you would discuss the activities of your own organization in your area. It is felt that each member should have an opportunity to express his opinions. Would you please give some thought to the value of playdowns versus area tournaments or dual meets, etc.

Looking forward to seeing you at this meeting.

Yours very truly,

GAW/scp  Director, Physical and Health Education Branch.

Mr. P. Beach,  
Albert College,  
BELLEVILLE, Ontario.
APPENDIX B

O.F.S.A.A. - BRIEF SUMMARY OF ACADEMIC ELIGIBILITY
MAY - 1963

COSSA: Fall Term 9,10,11: Promotion and 50% with minimum of 250 marks.  
       12,13: Must have obtained at June Examination, 55% of total aggregate marks with minimum of 275.

Winter Term All Grades: Must have obtained at Christmas examination, 55% of total aggregate marks with minimum of 275.

Spring Term All Grades: Must have obtained at Easter examination, 55% of the total aggregate marks with minimum of 275.

NB. A Grade 13 student may qualify on the basis of best 8 papers.

***************

CWOSA: Principal's signature certifying to total eligibility is required.  
       (Minimum standard of academic requirements recommended to all Principals, much as in COSSA above.)

***************

EOSSA: Same as COSSA except - only 50% is required rather than 55%.

***************

GBSSA: Same as COSSA except - that no student with more than 3 failures may compete.
       4th year student must have H.S. graduation diploma and have completed 4 Grade 13 subjects.

***************

IAC of H Same as COSSA, a little more detailed. e.g. in 9,10,11 student cannot be carrying any lower grades. e.g. in Grade 13 a second year student must have H.S. graduation diploma and have completed 4 Grade 13 subjects.

***************

NOSSA: Same as COSSA except that 50% is O.K. ALSO, a Principal may allow a boy with a lower average to play if he registers name of boy with Secretary of the NOSSA.

***************

OVHSSA: Any student who gets an average of 50% in final examinations is eligible for complete next year. Any student who fails to get 50% in final examinations can become eligible by getting 50% in a term examination in his next year.

***************

SOSSA: Same as COSSA except that only 50% need be obtained. (Likely changing to same as CWOSA).

***************

SWOSSA: Same as CWOSA. Suggested to Principal that 50% be obtained in all examinations, if one failure 55%, if two failures 60%, if three failures - ineligible.

***************

TDIAA: Basically the same as OVHSSA above.

***************

TSSAA: Basically the same as OVHSSA above, but with an Eligibility Committee to rule on "doubtful cases". Committee made up of Superintendent of S.S's, Executive Secretary of the Board,
Director of P.E., two members of Principal's Assn., and President and Past President of the TSSAA.

WOSSA: Principal's signature absolute.
APPENDIX C

WOMEN'S COMMITTEE

September 15, 1970.

Mrs. Karen Shaw,
Sudbury High School,
85 Mackenzie Street,
SUDBURY, Ontario.

Dear Mrs. Shaw:

Enclosed you will find information on the structure of the Women's committee of O.F.S.A.A., and how it relates to O.F.S.A.A. as such.

The Women's Committee of O.F.S.A.A. - constitutionally - operates women's activities throughout the Associations and reports to the O.F.S.A.A. Board of Directors. Each Association has one representative on this Committee. These women, then, elect a chairman, vice-chairman and secretary.


Some few years ago, women in the areas of Associations that do not conduct women's activities asked that the O.F.S.A.A. Constitution be changed to allow the women in these areas to organize and affiliate directly with O.F.S.A.A. This constitutional change was made - on the condition that no more than one women's organization would be accepted to cover activities in an area presently covered by a federated Association operating boys' activities.

In so far as E.O.S.S.A., H.I.A.C., T.D.I.A.A. and T.S.S.A.A. women have organized in these areas, formed one Association, have affiliated and paid a fee. The O.V.H.S.A.A. has not organized and has decided that at the present time they will conduct their own activities locally without any affiliation with O.F.S.A.A. The N.O.S.S.A. situation has always been rather ambiguous. Where there seems to have been confliction between various women's groups in the area, the Secretary of the Association operating boys' activities has been asked to name a woman to the O.F.S.A.A. Women's Committee.
Mrs. Karen Shaw - 2.

The person named by Mr. Alex MacPherson, the Secretary of N.O.S.S.A., in June 1970, is Miss B. Butterworth, Michel D. C. I., Sudbury.

At the last meeting of the Women's Committee on February 28th, the following slate of officers was elected:

Chairman: ................ Miss Marilyn Parkinson
Walkerville C. I.
Windsor

Vice-Chairman: ............ Mrs. Joan Euler
Widdifield S. S.
North Bay

Secretary: ................. Miss Jane Rodgers
Loyalist C. & V. I.
Kingston

It would seem to me that the only way that Mrs. Euler could be Vice-Chairman of the Committee would be as the representative of N.O.S.S.A., which she was according to the information prior to June 1970, when we requested names for the school year 1970-1971.

I hope this information will assist in clarifying the N.O.S.S.A. situation.

Sincerely,

N.A. Beach,
Executive Secretary.

Encl.
P.S. I can find no record of having received any minutes for the February 28th meeting.

c.c. Mr. A. MacPherson
Mr. J. Cullis
Miss H. Gurney
Miss M. Parkinson
Mrs. J. Euler
Miss J. Rodgers

Mr. N.A. Beach,
Executive Secretary,
O.F.S.A. A.,
559 Jarvis Street,
Toronto, Ontario.

Dear Mr. Beach:

The Canadian Amateur Boxing Association has recently hired a full-time Head Coach for the next twelve months. The intention is to utilize this Coach, Mr. Tommy Sullivan, to introduce recreational boxing to the schools in our country. This is a follow-up to the motto of the Canadian Amateur Boxing Association, "Get the kids off the streets and put them into gymnasiums under supervision and control".

To fulfill this intention we would like to have Mr. Sullivan tour Canada speaking to the athletic directors of schools about this program. As can well be understood, this project will cost quite a sum of money in travel and living expenses for Mr. Sullivan. The C.A.B.A. does not have the funds available to use in this manner and, therefore, we will need assistance from Provincial Governments and also schools to make this tour possible.

As Executive Director of the Canadian Amateur Boxing Association I will be present at the Canada Winter Games in Saskatoon and I hope to make the acquaintance of as many Provincial Directors of Youth as possible, and after the completion of the Games I hope to make a cross-country tour in order to confer with provincial officials and school federation officials to acquaint them with our project to make an appointment to discuss this idea and to present a budget showing the help which will be needed.

Yours very truly,

R.W. Storey,
Executive Director
February 13, 1971

Mr. R.W. Storey,
Executive Director,
Canadian Amateur Boxing Association,
Box 2020,
Postal Station "D"
Ottawa, Ontario.

Dear Mr. Storey:

Thank you for your letter of January 27th. While in Ottawa on January 16/17 I met with Mr. Sullivan and Mr. Shears and we had a discussion. I pointed out to them at that time that I felt the Canadian Amateur Boxing Association needed to move very carefully. With the pressures at the present time on the educational dollar and the extensive interschool athletic program being carried on in most provinces there will be little enthusiasm for discussing the adding of an activity that will require extra finances.

Certainly I would be pleased to meet with you when you are in Toronto and if you can give me enough advance notice it might be possible that we can have present some members of the Executive of the Federation.

Sincerely,

N. A. Beach,
Executive Secretary.

NAB: ao
Encl.
January 14, 1972.

Mr. G. B. Goulding,  
Executive Secretary,  
Ontario Federation of School  
Athletic Associations,  
559 Jarvis Street,  
Toronto 5, Ontario.

Dear Mr. Goulding:

The Department of Education is concerned about the influence that interscholastic competition has on the education of boys and girls in our schools. It is for this reason that in 1953 Dr. Althouse, Deputy Minister of Education, in co-operation with the Headmaster's Association initiated and supported financially the Ontario Federation of School Athletic Associations.

The philosophy and practices of O.F.S.A.A. ensures that interscholastic competition will be conducted in the best interests of each student. It is through its close relation with the work of O.F.S.A.A. that the Department can assure the student and his parents that conditions for competition will be kept in a proper balance with other aspects of his education and growth.

O.F.S.A.A. has been and continues to be an indispensable ally of the Department of Education. By virtue of the fact that it is not directly associated with the Government of Ontario, the philosophy that it shares with the Department can be advanced with a degree of flexibility that it would not have otherwise. Since O.F.S.A.A. allows each member association to devise and conduct its own athletic activities, local educational authorities are more readily able thereby to respond to the needs and interests of their own students. On the other hand, because of its provincial scope, it can and has diverted the pressures that are brought to bear on local associations by professional and amateur athletic bodies as well as by other agencies.
Mr. G. B. Goulding.  

January 14, 1972.

It is to be hoped that the valuable work that O.F.S.A.A. is doing will continue and that the organization of the Association that has made it possible will also be an effective instrument of future service.

Yours sincerely,

G. M. MacMartin,  
Assistant Superintendent,  
Curriculum Branch.
February 3, 1972

Mr. G. B. Goulding  
Executive Secretary  
Ontario Federation of School Athletic Associations  
559 Jarvis Street  
Toronto 5, Ontario

Dear Mr. Goulding:

On behalf of the Ontario Secondary School Headmasters' Council, I wish to emphasize support for the positive values the Ontario Federation of School Athletic Associations has extended to the students in our Ontario secondary schools.

OFSAA's coordination of athletic programs (which, in some competitions, provides good opportunities for youth from distant areas to interrelate); its liaison with schools, community organizations and service clubs; its orientation to education and sound procedures respecting rules and regulations; its promotion of good sportsmanship; and its defence of our youth against the pressures and exploitation of commercial and professional sport interests -- all have the admiration of the Headmasters' Council.

A central OFSAA authority, headmasters believe, is important as a constructive force in the conduct of athletic programs outside of school hours and is, indeed, in the interests of the young people of the province.

Yours sincerely,

C. W. Perry  
Executive Secretary

CWP: jc
January 17, 1972.

Mr. G. B. Goulding,
Executive Secretary,
Ontario Federation of
School Athletic Associations,
559 Jarvis Street,
Toronto 5, Ontario.

Gentlemen:

Athletic activities have always had, and undoubtedly will continue to have, a positive and meaningful role to play in the growth and development of our youth. Educational institutions have long recognized the potential of this excellent learning medium and their efforts have been rewarded by obvious success. It is difficult in this modern era to find relevant, challenging and involving learning opportunities for our youth; athletics meets all these requirements.

As with any learning medium, it can be misused and fail to provide the anticipated outcomes. The quality of the learning program will depend, as always, on the quality of the leadership. In this regard school officials have recognized the need for well qualified physical education teachers, coaches and organizers at the local school level. The undeniable achievements of Ontario's physical education and athletic program can be attributed to this sound leadership base.

Throughout the years this basic program has received the strong support of the Ontario Federation of School Athletic Associations. This support has comprised the preparation and distribution of a wealth of resource materials and documents covering every aspect of physical education and athletics. These materials have been used at the local level to assist teachers and develop student leadership and understandings. It would be my earnest hope that the excellence of this dimension of service from O.F.S.A.A. will continue unabated in the years to come; there is no other source for such contribution.

A second, and vital, support for our schools has been in the philosophy, direction and guidance of inter-school athletics. The sensibly coordinated athletic programs of our schools has ensured that the "evils"
To: Mr. G. B. Goulding  
January 17, 1972

which have beset other jurisdictions have not had a showing in Ontario; this has not happened by chance. It has been the strong, effective, enlightened and persuasive leadership of O.F.S.A.A. that has made us the envy of many.

During the past years this leadership has retained the educational orientation of our programs in the face of strong influence from commercial and other forces whose motives were designed to exploit our pupils. Unfortunately, we cannot rest on our past successes in this regard. There is more and more evidence today that these same forces, backed by apparently unlimited financial resources, are once again attempting to tap the potential of school athletic programs. We cannot afford to be complacent simply because our past efforts have been successful. We must continue to provide this constant and enlightened leadership at the top level, or all aspects of our school programs will be in jeopardy.

As an educational leader responsible for 25,000 young people and 1200 fine teachers, I am prepared to state that we need the resources of O.F.S.A.A. as never before. The past record has been magnificent and our programs have benefitted; the future, without O.F.S.A.A., would be bleak indeed. We cannot afford to move in this regressive direction because these fine people cannot be sacrificed. It is my earnest hope that the agencies responsible for the continuance of O.F.S.A.A., will recognize their vital responsibility and continue to function on an expanded front in the years ahead.

Yours sincerely,

E. Runacres  
Director of Education

ER/em
January 13th, 1972

Mr. G. B. Goulding,
Executive Secretary,
Ontario Federation of School Athletic Associations,
559 Jarvis Street,
Toronto 5, Ontario.

Dear Mr. Goulding:

The basic purpose of O.F.S.A.A. in the early years was to bring order out of chaos. I was closely connected with one school association which used non-teaching coaches, played every game on the basis of -- this game we'll win, next game we'll build character, encouraged active promotion by companies which were really there to exploit athletes and saw itself as an endless belt to provide professional teams with manpower. These battles have all been fought and won, and although I could not say that things are perfect, they are certainly better than they were in an era where materialism seems to replace idealism in all other human activities.

The continuing purpose of O.F.S.A.A. has been to provide leadership, coordination and assistance to those of us fortunate enough to have been or to be involved in school athletics. The calibre of the executive secretaries has made these services tangible and important in all parts of the Province.

The future of O.F.S.A.A. is of course unknown. Every organization must change and adapt to new conditions. A closer connection should be established with Department and County physical education consultants or supervisors. Working relations
between the school and outside athletic associations must be developed as the school becomes less insular and more involved with the community. Less popular team and individual sports must be taken into account. For example, one of the major problems here is the relation between school athletic programs and people and the local rowing club. Assistance for new teachers in coaching techniques rather than in “old sweets” should be encouraged.

I hope, Bev, that these few thoughts might be of some use to you. I appreciate your work and wish you well.

Best personal regards.

Yours very truly,

G. R. ALLAN,
Director of Education
and Secretary.
APPENDIX K

SEMI-DIRECTED FOCUSED INTERVIEW (S.D.F.I.)
ORGANIZATIONAL HISTORY OF THE ONTARIO
FEDERATION OF SCHOOL ATHLETIC
ASSOCIATIONS (O.F.S.A.A.)

1. When did you start and what were the goals?
2. What were the problems involved?
3. How was the organization structured?
4. Who were the individuals and groups that you dealt with?
5. What were the pressures from outside the organization?
6. What were the pressures from inside the organization?
7. When you left, what was the goal and structure?
8. What kind of changes were contemplated?
9. When did it change?
10. Why did it change?
BIBLIOGRAPHY

A. BOOKS


B. INTERVIEWS


C. PROCEEDINGS AND REPORTS


D. PERIODICALS


E. DISSERTATIONS


F. CONSTITUTION AND MINUTES


VITA AUCTORIS

Name: Paul Iden Webb

Place and Date of Birth: Port Elizabeth, South Africa
May 14, 1949.

Education:

Three Year Diploma of Physical Education. The University of Tasmania
1971.
Tasmanian Teachers Certificate. Education Department of Tasmania 1972.
Graduate Diploma in Special Education. Tasmanian College of Advanced
Education 1975.

M.H.K. The University of Windsor 1978.

Teaching Experience: Tasmania, Australia

1969-1975 - Elementary, High School and Special Education teacher with
the Education Department of Tasmania.
1972 - Practicum Teacher (Rugby-Physical Education Course) -
University of Tasmania.

The University of Windsor

1975 - Teaching Assistant - Human Growth and Development
1976 - Teaching Assistant - History of European Sport
1976 - Teaching Practicum - Rugby and Soccer
1977 - Teaching Practicum - Soccer

Research Experience: The University of Windsor

1976 - Group Facilitator, Special Workshops SIR/CAR study of the
Role of Inter-school Sports in the Secondary Schools of
Ontario - Focus on SWOSSA of OPSAA, funded by the Ontario
Ministry of Education.