1991


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THE ORGANIZATIONAL LIFE CYCLE OF A
REGIONAL ATHLETIC ASSOCIATION

THE SOUTH WESTERN ONTARIO SECONDARY SCHOOLS ASSOCIATION:

SWOSSA 1962-1990

by

Steven John Gardner (BPE)

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

Windsor, Ontario, Canada

1991
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ABSTRACT

THE ORGANIZATIONAL LIFE CYCLE OF A REGIONAL ATHLETIC ASSOCIATION

THE SOUTH WESTERN ONTARIO SECONDARY SCHOOLS ASSOCIATION SWOSSA 1962 - 1990

by
Steven John Gardner

This study examines the organizational life cycle of a regional secondary school athletic association. Specifically, this thesis analyzes the evolution of the South Western Ontario Secondary Schools Association (SWOSSA) from its inception in 1962 through to 1990. The Quinn and Cameron Summary Life Cycle model (1983) was the theoretical model used in this study, as it is an incorporation of 9 different life cycle models, all of which attempted to place organizations in developmental stages. Through qualitative analysis of organizational records and Semi-Directed Focussed Interviews (SDFI) of past and present organizational members, this study qualitatively analyzed SWOSSA's developmental history, and developed three life cycle stages.

The three organizational life cycle stages which emerged from the research were:


This era exhibited characteristics that would be expected from both a newly formed organization, and a mature organization.

During this life cycle stage, SWOSSA was continually working towards an overall streamlining of the association, which would later enable it to be more effective.


During this stage SWOSSA continued to adapt to the changing environment. When an obstacle appeared, the association developed ways of countering the problem, and thus renewed itself.

A number of conclusions were developed by this study. In a progression similar to Quinn and Cameron’s model, SWOSSA’s life cycle evolved over a number of sequential stages. Instead of 4 separate and distinct life cycle stages, as was the case with the Summary Life Cycle model, SWOSSA’s Life Cycle model included 3 stages, 2 of which were transitional in nature. The 2 transitional stages were the Creativity-Collectivity Stage (1962-1967), and the Collectivity-Control Stage (1968-1979). These stages included a merging of characteristics of 2 separate stages.

The findings of this study support Quinn and Cameron’s premise that organizations pass through developmental stages over the course of their life cycle, but SWOSSA’s life cycle stages possessed a unique organizational form.
ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to those members of the South Western Ontario Secondary Schools Association (SWOSSA) whose help and interest made this thesis possible. A special thank you goes to Mr. Sandy Blackshaw (current SWOSSA Secretary Treasurer), who provided me with many of the organizational records and SWOSSA related material during the course of my research. Your insight and interest in this study is much appreciated.

To my committee members, I wish to say thank you for your interest, guidance and direction that you have given me over the past year. To Dr. Bob Boucher, thank you for making me dig deeper and discover a truly original piece of research. Your questions and concerns from my proposal stage to the paper's final completion is greatly appreciated. To Dr. Olga Crocker - its (or should that be it's???) - see I did learn) been nice to have you serve on my committee, especially your reading of the drafts and helping me put things into perspective, when you so eloquently said "Steve, are you trying to change the world with this thesis, or get your degree?".

A very special thank you is extended to my chairperson - Dr. Richard Moriarty, who possesses that special gift of motivation. I can remember that each time I left your office I gained a new found interest in my topic and in scholarly research, and each time was even more determined to complete my thesis in a way that I would be proud of. Thank you for all your help given to me in contacting many of the individuals who made this thesis possible.
To Dr. Wayne Marino, Graduate Chairman in Human Kinetics, thank you for everything over the course of my graduate career. It was your genuine interest in my schooling that will always be appreciated.

To all my fellow grad students, THANKS! To Lesley, Ron, Christine, Jim, Alison, Rick, Deb and Michelle, - the struggle was well worth it.

This thesis is the culmination of not one individual but an entire family - the Gardner's. Mom and Dad, a son could not have asked for any more support, belief, giving or love over his 25 years. Rob, thanks for everything; did I ever pay you back? does it really matter anyway? Lori (my secretary and WordPerfect dictionary) thanks for all those years of typing, and to think you didn’t enjoy it!

To my wife Robin, it is your love and support over the past 6 years that have made this all possible and worthwhile. Thank you for always believing in me, my goals and our dreams.
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Chapter I
Introduction

Question and Overview

This thesis examines the organizational growth and development of a regional secondary school athletic association, the South Western Ontario Secondary Schools Association (hereafter referred to as SWOSA). Through the findings, it was determined whether a voluntary association’s (SWOSA) organizational history adhered to the stages of growth and development that were proposed by Quinn and Cameron (1983) in their Summary Life Cycle model (refer to Figure 1). The Quinn and Cameron Life Cycle model maintains that changes that occur in organizations follow a predictable pattern that can be characterized by developmental stages (Quinn & Cameron, 1983). The model is comprised of four sequentially ordered stages that an organization will pass through over the course of its existence.

The first stage of this hierarchy is the Creativity stage; formation of the organization occurs at this level. The Collectivity stage, the second in Quinn and Cameron’s model, is where commitment and innovation are most prevalent. The third stage, the Control stage, is where formalization and conservatism predominate. The final stage is the Elaboration of Structure stage, a stage where adaptation and domain expansion become evident. (Refer to Figure 4 for the operationalizing of the life cycle terminology).
FIGURE 1

Quinn & Cameron's Summary Life Cycle Model
Quinn & Cameron, 1983

1) CREATIVITY STAGE
   Marshalling of resources
   Lots of ideas
   Entrepreneurial activities
   Little planning & coordination
   Formation of a "niche"
   "Prime Mover" has power

2) COLLECTIVITY STAGE
   Informal communication & structure
   Sense of collectivity
   Long hours spent
   Sense of mission
   Innovation continues
   High commitment

3) CONTROL STAGE
   Formalization of rules
   Stable structure
   Emphasis on efficiency & maintenance
   Conservatism
   Institutionalized procedures

4) ELABORATION OF STRUCTURE STAGE
   Elaboration of structure
   Decentralization
   Domain expansion
   Adaptation
   Renewal
Slack and Hinings (1987) in their synopsis of sport organizations make reference to the evidence that there is a lack of administrative theory in research that is carried over into the study of sport organizations/associations. The researchers note that there is a "considerable body of theory and empirical research in organizational studies" that can and should be applied to the study of sport associations (Slack and Hinings, 1987:187). Because of this, a gap exists as to our understanding of the structures, strategies, functioning, significant individuals, and environments of Canada's various levels of the 'sport delivery system'.

Educational and governmental policy with regard to sport and athletics is continually changing and being updated in an effort to maximize its utility. It, therefore, becomes evident that there is an ever increasing need to analyze the temporal aspect of non-profit organizations in order to capture this growth and development holistically. One major shortcoming that organizational studies exhibit is that often they are cross-sectional in nature. This analysis of a single temporal dimension fails to address the cumulative effect that history has on an organization. Therefore, the purpose of this study was to qualitatively analyze SWOSSA's developmental history from its inception in 1962 until present day 1990.

Qualitative research and the data that is collected by it are rich with information, and as Miles (1979) states, they are "...full, earthy, holistic, 'real'; their face validity seems unimpeachable..." (1979:590). In this study the primary method of data collection utilized was content analysis of the minutes of SWOSSA meetings, records, reports, newspaper articles, and various correspondences. Semi-Directed Focused Interviews (SDFI) were
conducted with both past and present members of SWOSSA, in order to verify by authority the life cycle stages of this voluntary association. The function of the SDFI was to guide the interviewer so that significant variables regarding the organization would be uncovered through the interviewee (SIR/ CAR, 1976).

Stage models predominate the literature of organizational evolution, as they outline a sequencing of historically distinct phases of history (Tushman and Romanelli, 1985). Cameron and Whetton (1981) define an organizational life cycle as the predictable changes that an organization will pass through during its evolution; this concept stresses that evolutionary change adheres to an 'a priori' sequence of transitions.

JUSTIFICATION FOR CONDUCTING THE SWOSSA STUDY

An organizational analysis of the South Western Ontario Secondary Schools Association (SWOSSA) may go much further than simply adding to the self-knowledge of that particular organization. This study will add to the existent body of knowledge of secondary school athletic associations in the province of Ontario. This comprehensive analysis of this one regional secondary school association will further the understanding of voluntary high school associations, particularly in south western Ontario.

In many of the organizational studies there is an over-reliance of single indicators of organizational growth and development. The main focus often becomes items such as leadership succession or growth of the organization in dollars, and with these results,
generalizations are formed (Cameron and Whetton, 1981). This failure to recognize the multiple-indicators of organizational growth and development hampers the understanding of the organization. An organization is one whole unit with many component parts, and must be analyzed as such (Chelladurai, 1985). This theses Operational Paradigm (Refer to Figure 2) therefore represents a truer picture of a voluntary association, as it incorporates 11 variables and their respective sub-variables into its body; these variables take into account the structural, situational and personal dimensions of a voluntary organization.

At this point in time, provincial sport at the secondary school level seems to be at the crossroads, as it becomes more bureaucratized as new issues arise (Gibson, 1990). Issues such as the transfer policy and athletic/academic eligibility have made the role of the secondary school athletic association more relevant than ever before to administrators and athletes. Student-athletes are beginning to choose the schools for which they wish to compete, and as such, create an athletic imbalance which counters the mandate of provincial school sport.

The sport associations that oversee secondary school sport are becoming more formalized and structured as the 1990’s unfold (Blackshaw, 1990). Andy Gibson, the Executive Director of the Ontario Federation of School Athletic Associations (OFSAA) recently stated, "...the school sport system in Canada is quite unique...the system (sport) has proven remarkably durable during difficult times, and will continue to make a substantial contribution..."
FIGURE 2

OPERATIONAL PARADIGM

3 SITUATIONAL – Structure/Hierarchy
– Constitution/By-laws
– Rules
– Control

(External)

1 PHASE – GOALS – OBJECTIVE – CONFLICT – TASKS

5

6

3 PERSONAL – Individuals
– Groups
– Responsibilities
– Role Behaviour
– Traits
– Politicking (internal/external)

(Internal)

7 STRATEGIES – FUTURE
– REASSESSMENT
– TRENDS
– PLAN

8 RESTRUCTURE

9 REALIGNMENT

FEEDBACK

ADAPTATION MECHANISM
(1990:2). The purpose of a formalized, coordinated system of athletic governance is to counteract the spread of negative trends and to meet challenges facing the system today.

Further, much of the organizational studies research has focused on business organizations or for profit firms.

...We are well supplied with positive and normative perspectives on both profit seeking and governmental organizations, to date there has been extraordinarily little effort to understand the role of nonprofits (Hansmann, 1980:836)

THEORETICAL JUSTIFICATION

This study expands on the knowledge of systems analysis of secondary school athletic associations, through indepth analysis of administrative decision making at the regional athletic association level, in order to create an organizational history of SWOSSA. University athletic associations have been studied by Moriarty (1971), and Innes (1973) along with secondary schools at the provincial level by Webb (1978) and the local level by Howell (1979). School athletic associations have therefore been studied at three levels, the national, provincial and local level. The one level that remained unstudied was the regional component. The purpose of this present study was to fill this void. When SWOSSA is viewed in terms of the overall secondary school sport delivery system, it can be considered the middle level of a complex organization. OFSAA forms the top level of the sport hierarchy and the Windsor Secondary Schools Association (WSSA), the Essex County Secondary Schools Association (ECSSA) and the Kent County Secondary Schools Association
(KCSSA) comprise the base portion of the organizational chart. Figure 3, High School Sport Associations in Ontario, depicts the present day (1991) high school sport delivery hierarchy, as it portrays OFSAA as the provincial federation for 18 regional associations.

This study enables the practitioner and the scholar to view the association with a new frame of reference; a holistic view of secondary school sport in the Province of Ontario becomes developed once the regional level is analyzed. Comparisons and cross studies between provincial, regional and local secondary school athletic associations can now be considered. The comparison of organizations is an important issue to address. The term "conceptual disarray" becomes a recurring theme in these comparative studies, as this term refers to the excessive generalization of dissimilar organizations, or sub-units within an organization (Cameron and Whetton, 1981). At the surface level, organizations being compared are often viewed as similar if they occupy a common environment or share a common clientele. Findings from one organization are often carried to another organization; such is the case in the delivery of high school athletics. Each association's mandate, be it at the provincial, regional or local level, is to deliver activities which allow student-athletes to participate in interschool sport (OFSAA Constitution, 1990). But each level must be studied according its own criteria and history in order for these comparisons to be valid; and this thesis endeavoured to accomplish this.

The recognition of an organization's "strategic constituencies" such as OFSAA, KCSSA, WSSA, and ECSSA is an important aspect of organizational studies to consider, as these
HIGH SCHOOL SPORT ASSOCIATIONS
IN ONTARIO

- OFSAA - THE PROVINCIAL BODY
- SWOSSA - THE REGIONAL BODY
- WSSA - THE LOCAL BODY
  ECSSSA
  KCSSA

AS OF MARCH 1991

FIGURE 3
groups often have a great deal of influence on an organization’s evolution (Reiger, 1990). These external constituencies are able to exert some power or control on the said association, and in turn, influence the evolution of the association, as rules and procedures are carried up and down the high school sport delivery hierarchy in the form of an upward and downward control network. An organization’s behaviour is largely reactive to its strategic constituency’s demand. It therefore is critical that research recognize the relationship between all levels of sport at the Ontario high school level.

This thesis incorporates two models into its body in order to analyze and depict the organizational life cycle of SWOSSA. The theoretical model used is the Quinn and Cameron Life Cycle Model. This model identifies 4 stages of organizational development, and is used as a basis of comparison against SWOSSA’s evolutionary history. The operational model used to collect and analyze SWOSSA related documents and interviews is referred to as the Operational Paradigm throughout this study. The Operational Paradigm is an adaptation of Moriarty’s SIR model, and can be referred to as a holistic model which has the capacity to create an overall picture of SWOSSA. Once all data from both organizational records and interviews have been collected using the variables delineated in the Operational Paradigm, a clearer picture of the organization’s history will have been developed.

Employing models from administrative science, such as Quinn and Cameron’s Life Cycle model and the Operational Paradigm (Refer to Figure 1, Quinn & Cameron’s Summary Life Cycle Model and Figure 2, The Operational Paradigm) to analyze both the growth and
development of an athletic association, provides valuable information to SWOSSA and its constituents. An organizational history provides SWOSSA with a blueprint of their association, which depicts past and present accomplishments and problems. This depiction can in turn be used as a template or guide to ensure future successes.

A consistent pattern of development occurs in organizations over a period of time. Organizational structures, activities, and members at one particular stage are not necessarily, and in fact, usually are not, the same structures, activities, and members present in another stage (Quinn & Cameron, 1983). The Stages of Life Cycle model is able to differentiate chronological age from developmental age. This feature is very important, as the model portrays age in years to be a poor predictor of an organization’s future direction and its past and present growth and development. "Organizations quite often have rhythms and cycles that are quite independent of their chronological age" (Kimberly, 1980:6). This theory, when transferred to the organization’s administrator has a wealth of practical implications, as "intervention strategies appropriate for organizational change vary depending upon an organization’s stage of development" (Kimberly, 1980:6). The practitioner is then able to make decisions regarding the organization based on theory that has undergone scrutiny.

PRACTICAL JUSTIFICATION

The study could assist administrators at the regional level to better understand their organizations in order to identify their goals, conflicts which are preventing the attainment of these goals, and alternative courses of action to ensure the achievement of the goals. As Webb (1978:5) writes:
...the body of knowledge in administrative theory will be enhanced as practising 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.

This research may also stimulate similar research on other secondary school athletic associations, possibly aiding them in becoming more effectively administered. Cameron (1981) posits that organizations pass through successive life cycles or stages. An organization is not a static entity and, therefore, its effectiveness criteria need not be based on static assessments. It is a given that organizations change and grow over time, therefore a knowledge of where they have been, where they are now, where they are heading and most importantly how they will get there, will enable the organization to realize its goals and carry them out effectively. This knowledge will in fact lead to competence if it is given the consideration it deserves. SWOSSA’s Board of Directors are comprised of committed physical education professionals who believe that secondary school sport is important enough to warrant an indepth analysis of its history and development in order for it to succeed in the delivery of sport (Blackshaw, 1990).

This study will enable secondary school athletic associations to better understand the life cycle stage analogy and how it applies to their particular association. At the same time it will make the stage transition less traumatic, as organizational members will know 'a priori', the sequencing of the developmental stages. Cameron and Whetton (1983) view the model as a diagnostic tool. An awareness of the organization’s current life cycle stage may convey
information regarding problems and experiences that have previously been encountered by other similar organizations and organizational members. In a similar vein, the model may be used as a forecasting tool for administrators, which in turn may lead to better management, and hence functioning of the organization. The original model may be improved upon, as events and stages that occur in SWOSSA’s organizational life cycle may be applied to other voluntary associations, thus allowing for a more realistic appraisal of not-for-profit organizations.

QUESTIONS TO BE INVESTIGATED

The following questions were selected on the assumption that they will facilitate data collection necessary to answer the main problems of this thesis. This assumption was made after analyzing Moriarty’s Molar Research Model and reviewing several previous organizational histories (Moriarty, 1971; Innes, 1973; Webb, 1978; Howell, 1979; McMurray, 1989). The questions were investigated through content analysis of selected variables obtained from SWOSSA’s minutes of meetings, records, and various correspondence, and through Semi-Directed Focused Interviews (SDFI) with both past and present members of SWOSSA.

Daft, Griffen, and Yates (1987:783-84) succinctly state:

Significant research takes an issue that is not clear, is in dispute, or is out of focus and brings it into resolution...Significant research begins with disorder but ends with order.
This passage parallels this study's research questions, as such a vast quantity of information must be brought together in order to create an organizational history of SWOSSA, from 1962-1990.

Through the content analysis of organizational records and the SDFI's, the following goal will be achieved and questions will be answered in the chapters to follow.

1. The main goal of this research is to document SWOSSA's organizational history and create an organizational life cycle of the associations 29 year history, from its inception in 1962 until 1990.

2. Does SWOSSA's organizational history follow the same patterns of growth and development as outlined by Quinn and Cameron (1983) in their Summary Life Cycle model, or does SWOSSA's organizational life cycle follow a different pattern (i.e. different sequencing and stage variables)

3. What were the conditions and reasons that caused the members of SWOSSA to separate from WOSSA and form their own organization in 1962?

Organizational creation is probably the most important of the life cycle stages, as organizations are created for specific reasons - they do not just exist (Miles, 1980). Certain choices are made at this very important period; choices about ideology, structure, and
functioning. These decisions are referred to as imprinting qualities by Cameron and Whetton (1981) as they will eventually guide the present and future direction of the organization. This is the reason why the third question, outlined above, is of such significance, i.e. what was the reason(s) for SWOSSA's separation with WOSSA, and why was this new organization formed?

ASSUMPTIONS

The SWOSSA records, minutes, published documents, correspondence, and personal interviews will provide information for an organizational history of SWOSSA to be secured and allow analysis of SWOSSA's organizational life cycle.

DELIMITATIONS

1. The Semi-Directed Focused interview will be used as another source of data retrieval and will be used to complement the content analysis of organizational records. The organizational members interviewed were chosen by this researcher, and were selected on the basis of their knowledge and contribution to the SWOSSA. A wide variety of individuals was selected at 2 different levels, these included: a) within the organization proper, b) those significant individuals outside the organization who had contact with SWOSSA over its history.

LIMITATIONS

Not all organizational events are written into formal minutes or records. This seemingly inherent limitation may be offset through the utilization of the Semi-Directed Focused
Interview (SDFI) technique. The interviews provide verification by authority and a reliability check, in that they provide substantiation and clarification on the association’s minutes, convenor reports, financial reports and any other statistical or descriptive reports submitted to SWOSSA over its organizational history. In the same instance the SDFI may hopefully reveal important events that were either inadvertently overlooked or purposely not included in the written records. A further limitation to this study was the dependence of the SDFI’s validity, reliability, objectivity, and veracity on the accuracy of the recollections of those interviewed. Since interviewees themselves only have a temporary affiliation with the organization, the responses given may be limited in some ways. It is for this reason that respondents will be drawn from different organizational eras. One further limitation of this study’s SDFI involves a gender issue. The proposed list of interviewees is comprised of 1 female and 7 males. This gender imbalance is due to the fact that over the course of SWOSSA’s 29 year history, there have been more males than females on the Executive Committee.

The goal of this research was to gather and analyze all records, reports and correspondence concerning the growth and development of a regional athletic association (SWOSSA) that could be obtained. This information was then used to generate an organizational history of a regional athletic association and generalizations were only directed to the sport association referred to as SWOSSA.

One final limitation of this study is the fact that the theoretical model that was used is a business based model. The model has yet to be empirically tested on an athletic association.
Therefore, one of the purposes of this study, is to test the appropriateness of this model on a non-business association and/or to amend the model for a voluntary association such as SWOSSA.

To this end, an open systems theory approach, with the addition of a theoretically based conceptual apparatus (Quinn and Cameron’s Summary Life Cycle model) was deemed to be the most effective means of completing this research study.

**DEFINITION OF TERMS**

**South Western Ontario Secondary School Association**

The regional secondary school athletic association which functions as a coordinating, regulating, and planning body for inter-school sport and activities in South Western Ontario. The three local associations that comprise SWOSSA are; Windsor Secondary Schools Association (WSSA), Essex County Secondary Schools Association (ECSSA), and Kent County Secondary Schools Association (KCSSA).

**Interschool Sport**

Organized competition through games and leagues involving individual participants and/or teams from any of the secondary schools belonging to the three local associations that form SWOSSA.
Organizational History

A method of chronologically analyzing an organization's growth and development through modifications of research procedures from administrative science and history.

Organizational Life Cycle

The growth and development of an organizational form, from its birth, maturation, and finally death or decline. A phasic analysis of an organization that is based on developmental age versus chronological age.

Semi-Directed Focused Interview

Interview technique whereby the interviewer guides the interviewee to a list of significant variables and maximizes the interviewee's opportunity to express attitudes and beliefs in a valid, reliable, and objective manner (SIR/CAR, 1976).

JUSTIFICATION FOR IMPLEMENTING THE QUINN & CAMERON MODEL

Kimberly stated that there was not a life cycle model to date that was theoretically "robust" enough to capture or incorporate all organizational phenomena, and hence, the search for alternatives must continue (Kimberly, 1980).

Katz and Kahn's (1966, 1978) and Stogdill's (1959) research are examples of very thorough theory and have been substantiated at the sport delivery level by a number of researchers (Moriarty, 1971; Webb, 1978; Howell, 1979; and McMurray, 1989). Robert
Quinn and Kim Cameron (1983) have developed a more current model, which was later termed the Summary Life Cycle Model as it incorporated into its theory the work of over 30 researchers over a 30-year period. This model was also chosen as it incorporated the work of Katz and Kahn (1966, 1978). Quinn and Cameron (1983) tested their model and paradigm on actual organizations and discovered that these organizations do pass through the developmental stages identified in their model.

There have been at least nine different models that use the life cycle analogy to explain organizational phenomena. A historical analysis of this literature shows that a commonality exists with regard to a majority of these studies. Each model possesses a somewhat unique set of organizational tenets, yet the general premise remains constant—organizational history follows a predictable pattern "that can be characterized by developmental stages" (Cameron and Whetton, 1983:33).

THE THEORETICAL MODEL/THE LIFE CYCLE SUMMARY MODEL

After reviewing these various models of organizational life cycles, four common stages of development emerged (Quinn & Cameron, 1983). Each stage possesses characteristics that distinguish it from the other stages.

CREATIVITY AND ENTREPRENEURSHIP STAGE

The first stage of this developmental model is aptly titled "creativity and entrepreneurship" as it incorporates the creation of an ideology and the formation of an ecological niche. There are many ideas present at this stage, as the organization is busy creating a base in which to build and grow upon.
COLLECTIVITY STAGE

The second stage is labelled the "collectivity" stage. This period exemplifies strong cohesion among organizational members, and emphasis is placed on the internal processes versus the external contingencies. Informal communication and structure are present as a sense of "family" is soon created. Katz and Kahn (1978) would describe this second stage as a result of people's common needs and expectations.

CONTROL STAGE

The third stage entitled "formalization and control" is the stage where policy and procedures become institutionalized and conservatism predominates. There is a stable organizational structure present because both the organization and its members have gained insight and knowledge from the previous two stages. At this stage, the organization is viewed by both its members and constituents as an institutionalized form. Because the organization has been in existence for a time, members place an emphasis on efficiency and maintenance in order for its continued existence.

ELABORATION OF STRUCTURE STAGE

The last of Quinn and Cameron's (1983) stages is the "elaboration of structure" stage. This stage exhibits domain expansion and a renewed adaptability to its environments. The external environment is monitored in order to assess future direction, and adaptation is created in order to acquire a better fit with its environments, both internal and external.
The adaptive sub-system's main focus is on information processing. The system's mechanism allows it to discover trends in the environment, and as such, plan its future accordingly (Katz & Kahn, 1978). The adaptive sub-system can best be understood when the organization is viewed in terms of its dynamic nature. The organization is not a static entity that is constant in space and time, instead it is continually undergoing change. An organization must be viewed as a collectivity of interactions and adaptations to both the internal and external environments, each influencing the other (Kimberly, 1980). Terryberry further reinforces the importance of this adaptive mechanism when she writes that effective organizations are characterized by "an increase in the ability to learn and to perform according to changing contingencies in the environment" (Terryberry, 1968:660).

Figure 4 operationalizes Quinn and Cameron's Life Cycle model (1983), in order for the differentiation of stages to occur. Many of the definitions are accompanied by examples related to a voluntary association.
OPERATIONALIZING
THE LIFE CYCLE TERMINOLOGY

- CREATIVITY STAGE
  - MARSHALLING OF RESOURCES - Acquiring resources i.e. physical, human or monetary.
  - MANY IDEAS - Brainstorming; including changes and what the association wishes to do with regard to operational paradigm variables.
  - ENTREPRENEURIAL ACTIVITIES - New, novel or "start-up" activities.
  - LITTLE PLANNING & COORDINATION - Short and long term goals are not fully developed; more ad hoc vs a priori goal setting.
  - NICHE FORMATION - Finding a place in the sport and education system. (Formation of an "ecological" niche).
  - "PRIME MOVER" HAS POWER - May be individual or dominant coalition who has some control/dominance over the group.

- COLLECTIVITY STAGE
  - INFORMAL COMMUNICATION & STRUCTURE - Face to face communication, and an easy access to members.
  - SENSE OF COLLECTIVITY - Cohesion and strong commitment displayed by members, i.e. same wants/desires.
  - LONG HOURS SPENT - Long hours of dedications: service to the organization, i.e. working beyond the school year and annual meeting.
  - SENSE OF MISSION - There is a sense of purpose; individuals are there for a reason.
THE LIFE CYCLE TERMINOLOGY

- INNOVATION - New means to solve problems and undertake job. This may be with regard to constitution, by-laws, or the day-to-day operation of SWOSSA.

- HIGH COMMITMENT - Organizational members want to work hard and believe in the organization. May be measured in number of years on Executive, or number of annual meetings attended.

- CONTROL STAGE

- FORMALIZATION OF RULES - Rules are developed in a handbook or constitution, and discrepancies are referred to by way of these manuals.

- STABLE STRUCTURE - Organizational hierarchy is set in place, and there is reliable performance and effective coordination. What should be done is being done.

- EMPHASIS ON EFFICIENCY AND MAINTENANCE - The organization works on maintaining what they have versus creating growth. Maintaining the status quo.

- CONSERVATISM - Flexibility decreases; organizational expenditures will try to be maintained, i.e. stipends, mileage allowances, operating costs.

- INSTITUTIONALIZED PROCEDURES - Policies and procedures become built into the organization's makeup (now the norm). Again, rules/by-laws are incorporated into the constitution.
LIFE CYCLE TERMINOLOGY

- ELABORATION OF STRUCTURE STAGE

- DECENTRALIZATION - Power and control is now spread amongst the organization, i.e. Executive Committee, convenors, coaches. Committees are created to study items such as rule changes and boundary expansion.

- DOMAIN EXPANSION - A growth in the organization’s environment is evident. New schools are accepted into SWOSSA, and the association plays a greater role in Ontario’s high school sport system.

- ADAPTATION - The organization becomes conditioned to the changing environment. This may be accomplished through short and long range planning i.e. keeping up to date on OFSAA’s forecasting, and the Ministry of Education’s goals.

- RENEWAL - The organization is rejuvenated by way of increased growth, expansion, and adaptation - again, a culmination of the 4 previous points, i.e. the association fairs well in attaining their goals, such as reaching OFSAA championships, increased female participation, not operating at a fiscal loss.
CHAPTER II

REVIEW OF RELATED LITERATURE

The ultimate goal of research is to realize reality, the long range aim of a model is to identify the significant variables determining the direction of reality. (Moriarty, 1972:319)

This section of the thesis outlines the future direction and areas of study that need to be addressed in organizational research. The recognition by researchers and practitioners that organizations possess a living quality will be reinforced by both the open-system theory and the life cycle analogy. In order to fully appreciate the role that organizations play in society there are certain parameters, variables and time frames that must be identified. These aspects allow the researcher to create a model or paradigm that will yield the greatest amount of information, each of which will be outlined in the proceeding section.

There seems to be a current preference for action rather than reflection by today’s organizations. Organizations seem to be more concerned with survival than with growth and development (McLean, Sims, Manghan & Tuffield, 1982). These are times of tighter fiscal constraints, and as such, tolerance for introspection and development are often superseded by the drive for survival. In trying to maintain this state of survival, it is important to recognize that change (including both growth and decline) are, in fact, very salient features of any organization. In analyzing various organizational forms, researchers must adopt a more pragmatic view of growth and development versus the old normative stance. This statement is paralleled to the opening passage by Moriarty (1972), who stresses the importance of the research/model-reality relationship. The research tradition that has developed in the area of
sport management in North America over the past 30 years has focused on the applied and practical issues of the discipline (Slack & Kikulis, 1989). Very little research has been conducted in the hopes of securing knowledge on the structure, development and processes of sport organizations (Slack & Kikulis, 1989). A majority of organizational studies are cross-sectional in nature. But in order to fully appreciate the interrelationship between strategies, structure, and environment, research should focus on the historical evolution of the organization by employing methods of longitudinal analysis (Miller & Friesen, 1982).

When discussing organizational growth and development, open system theory plays a dominant role, as the organization (or open system) has a great deal of control over its existence and destiny. According to Immeart and Pilecki,

All living or open systems exist for a finite period in time and space....However the duration and quality of life for the open system is in large measure, in its own hands (1973:44).

The implications of Immeart and Pilecki’s work suggest that organizations must take action in addressing their need to adapt to the changing environment. This stance furthers the aforementioned premise that organizations are more than just passive observers of their fate, organizations are in fact active entities with the capacity to control their own destiny. The open systems that do survive are characterized by a steady state (Katz & Kahn, 1978). In order to reach this equilibrium, a dynamic process is utilized which is characterized by constant adjustments with both the internal and external environments (Katz & Kahn, 1978). Hannan and Freeman (1977) are just two of a number of advocates of the population ecology approach to organizations. They contribute to Katz and Kahn’s thesis when it is stated that:
Organizations are constantly facing both internal and external inertial pressure, and to ignore this would be a denial of the open system perspective (Hannan & Freeman, 1977:957).

This adaptive feature of organizations is a very salient one in the eyes of advocates of the ecological perspective of organizations. Organizations learn to adapt to the conditions of the environment, and in doing so, "enhance their probability of continuance through the retention of elements related to the adaptive process" (Olafson, 1986:3).

Traditionally, scholars have used the biological metaphor approach to explain growth patterns of organizations. Presently, research on growth and development has several shortcomings: All "stages of growth" models can be classified as what Starbuck (1971) refers to as metamorphosis models, in that each describe problems which organizations in differing circumstances are likely to encounter and the corresponding organizational forms that are likely to result (Moriarty, 1972; Howell, 1979).

The life cycle analog of organizations is far from being a new phenomenon; it perhaps is a new name for an old theory.

Organizations are fluid and dynamic in nature, they move in time and space, they act and react, and as such, possesses a "living" quality to them. (Kimberly, 1980:3)

It is this living quality that permits organizations to change and adapt. With change comes growth and development: "organizations possess a cyclical quality, they are born, grow, and decline" (Kimberly, 1980:3). These organizational changes adhere to a pattern that is quite predictable, and are characterized by developmental stages. These stages are,
a) sequential in nature
b) occur in a hierarchical progression
   that is not easily reversed
c) involve a broad range of organizational
   activities and structures
   (Quinn & Cameron, 1983:33)

Cameron (1981) emphasizes the need to study the early development of organizations; he
postulates that the initial "imprinting" establishes boundaries which limit the future
development of the organization. By viewing the development of an organization through
successive life cycle stages, it becomes possible to perhaps foresee the future direction of the
organization, and in doing so, act as a predictive instrument (Cameron & Whetton, 1981).
The "imprinting" quality becomes even more important when it is stated:

Organizational creation is perhaps the most important epoch in the life of an
organization. It is during this stage that an idea takes substance and begins to
move towards realization... (Miles, 1980:431).

When an organization is first created, certain critical choices are made by its members. These
choices will affect the organization's future direction and development, and are seen to
include variables such as ideology, socializing agents, planning and organizing (Miles, 1980).
Much of the organizational theory that is published fails to address this "living quality".

Theory regarding organizations has a tendency to be static and ahistorical, and it is the
purpose of the life cycle theory to counter this. Change is a very real feature in
organizational life, and the life cycle model conceptually fosters this cyclical character of an
organization (Kimberly, 1980).

The life cycle model is an important addition to organizational studies as it refutes the
static orientation evident in much of the research. Kimberly (1980) cites reasons for
researcher's failure to view the organization in a more dynamic light. Kimberly states that many of the studies are cross-sectional in nature. This fact limits the breadth and depth of understanding of organizational life, as organizations are viewed in a single picture frame versus being captured in numerous frames. Kimberly's second postulate states that, "organizations almost by definition, tend to outlive individual members" (1980:3). This leads to the risk of personalization of data, as organizational members often will report only what they are familiar with, what is pertinent to their own reality; rather than organizational reality (Refer to delimitations section to counter this point). A third and final reason for research's static orientation lies in the friction between traditional science and history. Many organizational scholars are socialized in the values of true science, which stresses objectivity, verifiability and reliability. This form of thinking leads researchers to abandon "intuition and judgement" and instead rely on true science to develop an explanation (Kimberly, 1980). This same thought process negates the value of historical analysis and qualitative analysis, as it fails to represent a "traditional" study (Kimberly, 1980).

Daniel Katz and Robert Kahn (1967) and their colleagues at the University of Michigan Survey Research Centre and Institute for Social Research, developed a model based on the elaboration of organizational structures that develop over time. They put forth that three main stages emerge in organizational life cycles. The stages are entitled 1) primary, 2) stable, and 3) elaboration of structure, in addition each possess concomitant sub-systems (Refer to Figure 5, A Comparison of Life Cycle Models). Katz and Kahn's stage model received much attention in the 1970's with research undertaken by graduate
FIGURE 5
A COMPARISON OF LIFE CYCLE MODELS

Quinn & Cameron: Summary Model (1983)

1. ENTREPRENEURIAL STAGE
   - marshalling of resources
   - many ideas
   - entrepreneurial activities
   - little planning/coordination
   - formation of "niche"
   - prime mover has power

2. COLLECTIVITY STAGE
   - informal communication
   - sense of collectivity
   - long hours
   - innovation
   - high commitment

3. CONTROL STAGE
   - formalization of rules
   - stable structure
   - efficiency/maintenance
   - conservatism
   - institutionalization

4. ELABORATION OF STRUC.
   - decentralization
   - domain expansion
   - adaptation
   - renewal

Katz & Kahn: Organizational Structure (1978)

1. PRIMITIVE STAGE
   - cooperative
   - endeavours based on common needs & expectations

STABLE ORGANIZATION
   - coordination & formalization
   - authority systems
   - informal structure rule enforcement

ELAB. OF STRUC.
   - adaptation
   - systems formed
   i.e. disposal,
   procurement & institutional relations
students in the Faculty of Human Kinetics, University of Windsor (Refer to bibliography for these studies).

Webb (1978) studied a Provincial secondary school athletic association (The Ontario Federation of School Athletic Associations - OFSAA) and discovered that Katz and Kahn's model was applicable in determining stages of development of a provincial association. Five stages of growth and development were identified by Webb. The first stage, the Embryonic Stage, was a 5 year stage which exhibited factors associated with a common need by a group of educators to promote and develop sports competition for student-athletes. The Primary Stage lasted for another 5 years, whereby the major emphasis was on the formation of a formal sport body. A third 5 year stage entitled the Stable Stage, saw an increase in the legitimacy of the association, as committee formation grew. The 6 year Stable-Elaborate and the 7 year Elaborate Stage witnessed an increase in public awareness and interest as public relations within OFSAA grew and the Ministry of Education took a new found interest in the association.

Howell (1979) when researching the Organizational History of the Windsor Secondary Schools Association (WSSA) obtained similar results to Webb. This local athletic association was also seen to display a 5 stage model, representing in chronological order; 1) the formative years, 2) cohesion and the formation of a niche, 3) consistency and self-evaluation, 4) structural alterations aimed at providing stability and predictability, and 5) the creation of a buffer system by the formation of boundary and adaptive systems.

McMurray (1989) used a comparable approach when identifying the stages of growth and development of the Ontario Student Leadership Camp (OSLC). One difference that was
noted by McMurray was the inclusion of a Decline Stage. The OSLC entered this stage between 1983 and 1988 when the camp was in jeopardy of losing provincial funding (McMurray, 1991).

Ralph M. Stogdill and his associates at the Ohio State Leadership Institute substantiated what was to become the cycles of conflict theory when it was stated that:

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 exhibit a period of revitalization reorganization and growing achievement. After reaching a period of peak achievement, they begin to weaken an experience increasingly serious difficulties. Under extreme deterioration they either dissolve, are absorbed, or become rejuvenated and start a new cycle. (Stogdill, 1959:253)

Stogdill’s cycles of conflict also exhibits this “living quality” of organizations, as it contributes to the strength of the body of organizational theory.

For many non-business associations, the measure of success is often growth. Katz and Kahn (1966) wrote of a growth dynamic found in the evolution of organizations, and Downs (1967) noted that public agencies seek growth by expanding their domains of activity, such as increasing their client base and the creation of new programs. In the voluntary sector where there is an absence of concrete financial indicators such as profit margin and profit, growth is seen as a strong indicator of organizational development (Rieger, 1990).

Some of the most current research on organizational life cycles includes the work by Barnett (1988) and his study of non-profit associations. The resulting evolutionary stages in the voluntary sector, according to Barnett are: 1) start up, 2) professionalization and 3) institutionalization.
In the start up phase, a need is perceived by a number of individuals, and in turn go about servicing that need. Operating procedures are both informal and flexible. Funding is in limited supply and is often based on an original "infusion of capital" (Barnett, 1988:14).

The second phase is the professionalization phase and it results in a reduction of service experimentation. The service experimentation, including new program trial and initiation, that was evident in the initial phase is now over-ridden by program maintenance. Individuals on the Board know the organizational goals and the constituents they must serve. Funding is seen to fluctuate and enters the organization in an unreliable rate.

The third stage is entitled institutionalization. There is a steady flow of revenue entering the association, which enables the association to create a legitimate base on which future development can be built. A standard operating procedure is set in place as a formal organizational hierarchy is created. "Delegation, specialization, and the fine-tuning of administrative structure and systems have reduced the organizational stress..." (Barnett, 1988:14).

In summarizing this review of literature, it is evident that organizations can be viewed as complex and structured entities that are created in order to accomplish a goal. An organization is very much a system, and as such, it acts and reacts in accordance to its environment. The importance of the temporal aspect of an organization must be realized in order to understand the interrelationship between structures and processes in the internal and external environment.
CHAPTER III

RESEARCH DESIGN

OPERATIONAL PARADIGM AND PROCEDURE

The Operational Research Paradigm (Refer to Figure 2) was utilized in order to assist the researcher in properly handling a large amount of varied and scattered data attained from a number of different sources. The model used in this study (Figure 2) is an adaptation of the Sport Institute for Research (SIR) Molar Research Model and McMurray’s (1989) model. The utilization of the adapted SIR Model allows organizations/associations to be studied based on research and methodology that has been tested by application (Moriarty and Holman-Prpich, 1987).

The model lends itself to a two axis analysis and presentation. The vertical axis focuses on the (1) purpose of the organization, (2) the goals, (3) situational aspects of the organization including structure, control, rules (4) personal aspects including individuals, groups and their behaviour, traits and responsibilities in the organization (5) tasks as related to situational and personal aspects (6) conflict; both internal and external to the organization (7) various recommended changes including management techniques and structural and control dimensions, which often leads to (8) a restructuring of the organization and (9) a realignment of individuals and groups resulting in (10) future trends and (11) an action plan. The cyclic nature of this model is conceptualized by the feedback loop which is fed back into the (1) purpose of the organization. At this point in time the cycle may end or continue again through the previously identified stages. The term "adaptation mechanism" is aptly used here as it refers to more than just 'feedback'. Feedback
is the relaying of information from one part of the system to another. "Adaptation" conjures up the notion of "change"; the relay now acts in an active capacity to further the system by changing it in order for it to better cope with the environment.

Horizontally, the model is focused on the identification of eras or stages of growth and development. This identification was achieved by analyzing the qualitative data through these four steps:

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 12-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. (Arkin & Colton, 1967).

The vertical axis of the research model facilitates three basic clusters of organizational analysis:

a) The identification of situational events in the form of structure and hierarchy, control, constitution, rules and regulations.

b) Observation and analysis of groups or individuals within the organization in terms of their traits, responsibilities, role behaviour with a focus on internal and external politicking.

c) The ultimate recommendation of changes and the realization of trends (falling under the term "strategies") produced as a result of internal and/or external conflict.
DATA COLLECTION AND ANALYSIS

QUALITATIVE AND QUANTITATIVE DATA

Qualitative and quantitative data in the form of reports (financial, convenors), minutes from meetings, and various correspondence were secured primarily from the current Secretary Treasurer of SWOSSA, Mr. Sandy Blackshaw. Other data was received from the Sport Archives of the University of Windsor Leddy library.

Once received, the data was grouped according to school year and was matched with variables outlined in the Operational Paradigm (Figure 2). The variables outlined by the Operational Paradigm are as follows:

1.- Purpose, 2.- Goals, 3.- Situational, 4.- Personal, 5.- Objective Tasks, 6.- Conflict, 7.- Recommended Changes, 8.- Restructuring, 9.- Realignmment, 10.- Trends, 11.- Action Plan, 12.- Adaptation Mechanism. The variables 3.- Situational, 4.- Personal, and 6.- Conflict, each have sub-variables that will be included in the analysis.

Because this study was dealing with such a vast assortment of information, both qualitative and quantitative, a method for organizing it had to be developed and this became the purpose of the Paradigm. The Paradigm also allows for a very detailed presentation of the stages identified by the Summary Life Cycle Model, as every aspect of organizational life will have been viewed.

In qualitative research, the basic function of the researcher is to produce description - "the richest, most comprehensive description possible" (Locke, 1989:9). Locke also states that in a qualitative study, the researcher is there to absorb the information; there is to be no manipulation of the data, other than to present it to the reader in its truest form (Locke,
1989). In qualitative research, data collection and analysis are to be performed in an orderly fashion (Locke, 1989). Again the Operational Paradigm serves this purpose, both in its collection and presentation, as data is grouped according to the Paradigm's variables.

THE SEMI-DIRECTED FOCUSED INTERVIEW (SDFI)

The Semi-Directed Focused interview became a supplement to the organizational records, and in turn, made the research more 'real'. This was done in order to get a full appreciation of what it was like to be a part of this organization as it grew and developed. The SDFI "allows the interviewer to guide the interviewee to respond to a number of variables in a valid, reliable, and objective manner" (Allison and Pace, 1980:1). The Operational Paradigm elicits the interviewee's perceptions of the variables contained within the model. An example of an interview schedule (Appendix A) and interview (Appendix B) can be located in the appendices.

Individuals who were selected for the interviews (Appendix C) were notified as soon as possible once the study was started in order for data collection to commence. It was important to complete some of the interviews at an early stage of thesis development, as this enabled the researcher to focus the findings on new respondents, in the hopes of gaining a truer insight into the organization.

CHART OF ANALYSIS

The Chart of Analysis (Figure 6) summarizes the perception of the interviewees with regard to the Operational Paradigm (listed above, 1-12). The chart became a reflection of the
responses given by those interviewed in order to help determine the various life cycle stages.

Each SDFI respondent was analyzed on a separate chart. At the end of the 8 interviews, the completed charts were then separated into various eras or segments of the 29-year period in order to determine what changes occurred. The chart was also used to analyze data collected through the numerous organizational records; the analysis was also completed in this manner.

The two charts were then combined to create an overall organizational life cycle of SWOSSA.
CHART OF ANALYSIS

1. PURPOSE
2. GOALS
3. STRUCTURE
   response A
   B
   etc.

4a. SIGNIFICANT
    INDIVIDUALS/
    GROUPS

4b. RESPONSIBILITIES
    BEHAVIOUR
    TRAITS

5. OBJ. TASK

6. CONFLICT
   INTERNAL
   EXTERNAL

6. CONTROL

6. RESTRUCTURE

7. REC. CHANGE

10. STRATEGIES

11. TRENDS

FIGURE 6
CHAPTER IV

THE DIVISION OF WOSSA & THE FORMATION OF SWOSSA

The following chapter represents a detailed account of both the formation of SWOSSA and its separation from the Western Ontario Secondary Schools Association (WOSSA). This chapter acts as an introduction to the results section, as it portrays the events that lead to the eventual formation of SWOSSA in 1962.

In order to fully understand SWOSSA, one must first realize the origins of the Western Ontario Secondary Schools Association. Secondary school athletic associations were created according to geographic regions as early as 1920. On December 11, 1920 WOSSA was incorporated at the London Hunt and Country Club (Morrison, 1966). WOSSA was to be the first organization of its kind to arise in Canada and even perhaps the United States (Gage, 1991). High school athletic associations, since their inception (with WOSSA), have always had a strong affiliation with universities in the province. Colonel Melbourne Brock, the Director of athletics at the University of Western Ontario, had a vision "to discern the potentialities latent in high schools in Ontario’s western counties (Fox, 1964:161). It was during the winter of 1919-1920, that Colonel Brock toured the larger high schools encompassing the western Ontario region. Brock’s visits to the schools took him as far north as Owen Sound and Barrie and easterly towards the fringes of Brantford (Techko, 1991).

SIGNIFICANT GROUPS AND INDIVIDUALS

As previously stated, December 11, 1920 marked the formation of the Western Ontario Secondary Schools Association. There were 7 university and high school educators from the
adjacent regions who played a significant role in the formation of WOSSA (their corresponding regions are in parenthesis). The individuals are as follows: 1) A. Voeden (St. Thomas), 2) W. Shales (Ingersoll), 3) C. Brown (Sarnia), 4) E. Miller (London), 5) G. S. Campbell (Windsor) and 6) Professor Hart and 7) Professor Brock (both from Western University, now known as the University of Western Ontario) (Techko, 1991). Thus would begin the formation of the oldest high school athletic association - WOSSA. WOSSA would act as a template for other regional associations in the province to pattern themselves after (Fox, 1964).

GROWTH OF THE REGION

The mid to late 1950's exhibited a large increase in the growth of WOSSA member schools.

With the number of schools in WOSSA increasing each year (79 in 1954-55, 86 in 1955-56, and 94 in 1956-57), the official encouraged the IRL's (governing body) proposal to help relieve some of the burden... a great percentage affected were in favour of the move (to divide) (Morrison, 1966:19).

As WOSSA began showing signs of growing pains, a break-up of the association was seen as inevitable. On May 4, 1957, 32 schools became part of a new regional association, soon to be given the acronym CWOSSA - Central Western Ontario Secondary Schools Association. Just as WOSSA was given leadership and support from Western University, CWOSSA would receive a similar type of representation from the Ontario Agricultural College (now Referred to as the University of Guelph).
1958 was a significant year with respect to the structure of athletic associations. A point that highlights both Windsor's dominance and importance in relation to the Association hierarchy, and need/demand to decentralize was demonstrated at WOSSA's annual meeting. Delegates to this meeting voted in favour of a motion to create a new classification system. Member schools would now be classified according to leagues rather than schools (Morrison, 1966). Figure 7 depicts the WOSSA Schools by District Leagues in 1961. The 5 districts which are outlined by the large box represents the schools that would eventually comprise SWOSSA in the year to follow. The proceeding citation is an excerpt from WOSSA's 1958 constitution, and is used to clarify Morrison's point.

By-Law 1 - Eligibility of Schools

Section 2. - Classification -(a) There shall be three classifications of schools for competition - AA, A and B. The individual school shall be classified according to the league in which it plays. District leagues are classified as follows;

Basketball -

Football & Volleyball -
"A" - All other district leagues


This move to re-classification was made to eliminate the imbalance that was evident in many of the championships (Morrison, 1966). This streamlining of the association led to both association efficiency, and legitimately created an overall winner of a league as,

instead of these five leagues sending two representatives, one to the "A" and one to the "B" championships, as in the past, now one team only could represent each league in the play-offs (Morrison, 1966:20).
WINDSOR, ESSEX, & KENT SCHOOLS = 29 SCHOOLS
LONDON & AREA SCHOOLS = 37 SCHOOLS
TOTAL NUMBER OF SCHOOLS IN WOSSA = 66
THE BREAK-UP OF WOSSA

It was inevitable, on June 30, 1962 WOSSA once again endured its second divorce in a 6
year period. This outcome was fuelled by four contributing factors.

1) transportation costs were increasing to the point where they were beginning to tax the
schools budget - Marshall Thompson, the President of the Windsor athletic association, told
the London Free Press that, "Windsor athletes had always had to travel to London for
competitions" (February 16, 1962). In fact, WOSSA’s calendar of events for the 1961-62
school year reinforces Thompson’s complaint vividly. The calendar indicates that out of 21
WOSSA sponsored events, only 2 were to be held in Windsor and its surrounding areas
(Essex & Kent). Sixteen championship competitions were to take place in London proper.
and the final three competitions would be hosted by other districts (Refer to Appendix D for
Calendar of Events).

2) Competition beyond the local level had become "superfluous and sometimes anti-
climactic", as the London area had dominated high school athletics for a number of years

3) It was felt that the association was just becoming too unwieldy to properly handle.

The late 1950's and early 1960's saw a tremendous increase in
secondary school population. Several new Ontario schools were
built and additions constructed on many others...a split (was
needed) so that inter-school and inter-association competition
would be more economical and beneficial for all (Moir, 1980).

4) At WOSSA’s annual meeting in May of 1961, The University of Western Ontario
decided that because of rising expenditures, it could no longer financially assist WOSSA.
The Secretary-Treasurer presented the financial statement for 1960-61, including the University budget for the support of WOSSA, for 1960-61 and for 1961-62. The budget for the coming year would necessitate WOSSA being responsible for charges for university facilities and for secretarial assistance (WOSSA minutes, April 29, 1961).

It was strongly believed by WSSA that because of this reduction in "leadership" from the university, the association would begin to falter. It was felt by many, that if Assumption University could assume a similar type of leadership as Western had done in the past with WOSSA, "a set-up would be acceptable" (Gage, January 25, 1962).

In the 1961-62 school year, (the year prior to the formation of SWOSSA) the Ontario Federation of School Athletic Association (OFSAA) was comprised of 11 regional associations. WOSSA, (including the 5 districts that would become SWOSSA) fielded 669 different athletic teams which included 9,119 registered male and female participants. WOSSA was by far the largest of these associations, as the next association in size was comprised of 403 different teams and 5,299 male and female athletes (Southern Ontario Secondary Schools Association (SOSSA). The smallest regional association was the IAGB (Interscholastic Association of the Gold Belt) which included 62 teams and 1060 participants (OFSAA Statistics, 1962) (Refer to Figure 8, Number of Participants and Teams According to OFSAA Associations).

After forty-two years of WOSSA activities, one of its charter members, Windsor, was about to withdraw and form the centre of a new district. Windsor had given outstanding support throughout the years. It was a sign of progress that such separation was necessary (Morrison, 1966:21).

This "progress" was due in large part to WOSSA's size. The association was almost twice as large as the second largest association in terms of number of participants, and almost 10
times bigger than OFSAA's smallest association. The decentralization of WOSSA would eventually lead to more competitive championships, as each association would be closer to parity with regard to the number of participants in each association. Evidence of this is seen when analyzing OFSAA records. During the years 1925 until the SWOSSA break in 1962, WOSSA held the most records of any association in track and field (totalling 12) (OFSSA Statistics, 1964).

THE DECISION TO SEPARATE

In mid January of 1962, the WSSA voted unanimously to sever its long-standing ties with WOSSA. The Secretary-treasurer was instructed by WSSA to apply for independent membership in OFSAA. In order for this move to be finalized, the Windsor Board of Education still had to approve the move. The bottom line in WSSA's decision to move was stated as independence. "The Windsor Secondary Schools Association is hopeful of setting up its own district of OFSAA, administrating its own affairs without any additional guidance and financial support from WOSSA" (Fathers, January 24, 1962). At WOSSA's annual meeting in April of 1961, it was suggested that the member districts have a discussion/forum relating to what they wished and saw as the future of WOSSA. Directors of each district were then requested to present their plans for the realignment of schools in the WOSSA boundary (WOSSA minutes, April 29, 1961).

In May of 1961 at the annual WOSSA meeting, it was announced that the University of Western Ontario would no longer oversee the administration of WOSSA. It was suggested that the regional association would be decentralized, as a number of independent districts would now handle their own affairs. WSSA believed that a proactive stance was necessary,
NUMBER OF ATHLETES AND TEAMS
ACCORDING TO OFSAA ASSOCIATIONS

Thousands

<table>
<thead>
<tr>
<th></th>
<th>WOSSA</th>
<th>SOSSA</th>
<th>IAGB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teams</td>
<td>669</td>
<td>403</td>
<td>62</td>
</tr>
<tr>
<td>Number of Athletes</td>
<td>9119</td>
<td>5299</td>
<td>1060</td>
</tr>
</tbody>
</table>

OFSAA STATISTICS, 1982

FIGURE 8
and this was later reinforced by then secretary-treasurer George Arnott, when he stated: "The WSSA feels that it has taken a step which was someday going to be forced upon us". Two members of WOSSA's Board of Directors felt that WSSA's decision to break away from the 70 member WOSSA association was both "hasty and premature" (Fathers, Jan. 24, 1962). William Rice, an athletic Director from a London high school echoed the Director's sentiments when he stated "Although the action wasn't extremely unexpected, it wasn't the hope of WOSSA that WSSA would break away. It is my hope that the Windsor people reconsider their present view" (Fathers, Jan. 24, 1962).

It is interesting to note the conflicting views of the situation - Ken Fathers, a columnist with the Windsor Star referred to the formation of SWOSSA as "a new era in high school athletics" (Fathers, March 29, 1962). The city of Windsor proper originally hoped to become another of OFSAA's independent and self-supporting regional affiliates. The annual WOSSA track and field meet in May of 1962 would signal the end of all ties with WOSSA. At OFSAA's annual meeting which was held on June 15 and 16, 1962, SWOSSA was given independent status, and on June 30 of 1962 SWOSSA would become the twelfth regional association, thus severing its long-time ties with WOSSA (OFSAA minutes, 1962).

**OFSAA'S STANCE ON THE GROWTH OF ITS REGIONS**

Webb (1978) in his study of OFSAA states that one underlying problem during the years of 1958-1962 was the vast growth of regional associations. During this period there was an increase from nine to twelve associations, but the major issue became "when should an association come into being and when should an existing association be divided because it
had become too unwieldy?" (Webb, 1978:79-80). A committee was formed by OFSAA in the hopes of resolving some of the problems that this new found growth brought with it. A number of findings were approved by this newly formed committee on February 17, 1962 and would eventually be applicable to the group from Windsor (WSSA) who would soon seek entry into OFSAA as an independent association The following is a listing of the findings by the OFSAA delegation and a further commentary as to how they pertain to SWOSSA (OFSAA minutes, 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 of Boards of Education and High School Boards represented, the better.

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).

From as early as April 1961 there were rumours of change and reorganization being talked about in WOSSA. The opening remark by the President of WOSSA (Mr. E.H. Brohman), at the annual Board of Directors meeting in 1961,

stressed the importance of the decisions that would be made at the Directors and Annual Meeting since the change of policy of the University required a new approach to the control of inter-school and inter-district athletic programs (WOSSA Minutes, April 29, 1961).

Many of the Board Members realized that the association was getting too large to handle, both for financial reasons and for administrative efficiency (Valentine, 1991). In fact, the WOSSA Board at this same meeting carried a motion that would see to it that the present district system be replaced by conferences (WOSSA Minutes, April 29 1961). A proposal of possible conferences was tabled by Messrs K. Keegan and D. Jensen:
Conference 1 (District 1, WSSA)
Conference 2 (District 2 & 3, Essex "A" & "B")
Conference 3 (District 4 & 5, Kent "A" & "B")
Conference 4 (District 6 & 7, Lambton)
Conference 5 (District 8, London & District)
Conference 6 (District 9, Tricounty)
Conference 7 (District 10 & 11, Perth-Ex & Huron)

The WOSSA representatives realized that the association was getting too large to properly administer. A committee was created to discuss plans for association realignment. Mr. Ken Myers, Chairman of the committee went as far as alluding to the possibility of dividing WOSSA into 2 associations. Others pointed out that a division would cut the cost of the WOSSA central office, based in London (WOSSA minutes, April 29, 1961). The OFSAA committee felt that a new association’s affiliation with the different Boards of Education within a geographical region would promote the relationship between education and athletics.

Historically, officials from the Board of Education would have a seat on the Executive Committee, this was done as much for function as it was for courtesy. "These positions were created in the event the WSSA wanted something done or needed some help that would require the Board’s assistance" (Webb, 1979:58). Because of these close ties, the Windsor Board of Education still had to approve the WSSA move (Fathers, January, 24 1962). The Windsor Board of Education would approve WSSA’s withdrawal only upon the condition that WOSSA and OFSAA were agreeable.

Ken Fathers (Windsor Star, March 29, 1962) reported that WOSSA officials conferring with the OFSAA office made it abundantly clear that WSSA will not be allowed to become an independent OFSAA affiliate - unless the Windsor group takes in a number of schools from its surrounding areas (i.e. Essex and Kent). At this point in time there were 84 high
schools in the western Ontario region that were associated with WOSSA. In order for the separation to occur, SWOSSA needed to govern at least 35 of these schools (Refer to Figure 9, SWOSSA Member Schools) (WOSSA records 1962).

A telephone poll of the Association was to be held on Monday, January 22, 1962 to determine the future relationship between WSSA and WOSSA. A headline in the London Free Press stated it all - "Windsor Votes To Sever Ties With WOSSA" (January 24, 1962). The Windsor delegation voted unanimously to end its long-time relationship with WOSSA. Forty-eight out of a possible fifty WSSA members polled were in favour of withdrawing from WOSSA (London Free Press, February 16, 1962). Since the Windsor association supported the break from WOSSA, it was now up to ECSSA and KCSSA to show their support by favouring a merge by the 3 districts. A letter sent by George Arnott to the Principals of Essex and Kent high schools would outline reasons for this merge and would determine a meeting time for further discussion (Refer to Appendix E).

The Windsor Secondary Schools are interested in knowing the opinion of Essex and Kent County Schools for the formation of a South Western Ontario Association. This proposed association would include the Windsor Schools and Essex and Kent County High Schools, and might receive its leadership and support from Assumption University (WSSA records, February 19, 1962)

A special WOSSA meeting was held on April 7, 1962 at Assumption University of Windsor's University Centre (now the University of Windsor). Representatives from WSSA, ECSSA and KCSSA who attended this notable meeting were: Jerry Carpenter (Kent "A"), William Allen (Kent "A"), E. Edit (Kent "B"), A. Hills (Kent "B"), William Aikman (Essex "B"), George Pringle (Essex "B"), Pat Gleason (Essex "A"), Al Langford (Essex "B"). A. Thompson (WSSA), Joe Mencel (WSSA, WOSSA representative), George Arnott
(WSSA President), and Dick Moriarty (Assumption University of Windsor). Reports were given to this committee by the various district representatives relating to the formation of a new association. The following motions were passed by these representatives at this meeting (WOSSA minutes, April 7, 1961):

1. (Allen/Aikman) That Essex County, Kent County, and Windsor expressed favour in the formation of a new association, and that this association become operational not later than September, 1963.

2. (Allen/Mencel) That Mr. Mencel, Windsor's WOSSA representative, report at the next WOSSA meeting the true spirit and feelings of the group on the formation of a new association.

3. (Gleason/Hill) That the group would adopt the WOSSA constitution where it applied pending a revision for the newly formed association.

4. (Thompson/Gleason) That the WSSA appoint an acting secretary, and that the financial arrangements with the secretary be made when the new association begins operation.

5. (Carpenter/Moriarty) That the next meeting of this group be held on Saturday, May 5, 1962 at 10:00 a.m. (Standard Time) in the University Centre of Assumption University.
   (G. Arnott, Sec. Treas. WSSA, Acting Group Recorder)

Figure 9 (SWOSSA Member Schools) depicts the original SWOSSA member schools at the time that the first constitution was created, in the summer of 1962. Thirty-five schools from 3 associations, representing Windsor, Essex and Kent Counties comprised the twelfth regional high school athletic association in Ontario.

**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.
Finding No. 3.
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.

In January of 1962, George Arnott was instructed by WSSA to apply for an independent membership in the provincial federation (OFSAA) (Fathers, January 24, 1962). Pete Beach, the Executive Secretary of OFSAA between 1957-1971 was reported in the London Free Press (January 25, 1962) as stating, "if Windsor's bid for a new association was okayed by WOSSA, it would likely be two years before it was ratified". It was explained to Bob Gage (Press columnist) that it would take a year before the association could come into being and then the association would be on probation for one more year. In reality, WOSSA did approve WSSA's separation, and were accepted into OFSAA for the following school year (September 1962). WOSSA realized that changes were in order given the vast territorial expanse of the western region. Many WOSSA Board of Director members believed that a suitable reorganization could be attained if all parties evaluated the situation. William Rice, the Athletic Director at Sir Adam Beck C.I. (London & District Conference) believed that WOSSA really could not hold WSSA back because WOSSA was a voluntary organization, and the Windsor schools "have a perfect right" to break away (Gage, January 25, 1962).

Finding No. 4.
That complete information on membership of present Associations, individual population of member schools and possible growth trends be provided in as far as possible, to all concerned with this problem.

This finding relates back to the OFSAA statistic on page 51 which shows WOSSA's domination over the 10 other regional associations, with regard to student-athlete participation and teams fielded (WOSSA - 9,119:669 versus SOSSA 5,299:403 = total participants:
sport teams ratio). WOSSA's geographical area was enormous, "stretching from north and
east of London, all the way to Windsor and Amherstburg with over 75 schools and more
under construction" (Moir, 1980).

**Finding No. 5.**
Help and co-operation from the Universities was to be encouraged where control
remained the Secondary School Associations of OFSAA.

The University of Western Ontario reported in 1961 that they would be withdrawing their
services, both financially and for the use of their facility (WOSSA minutes, April 29, 1961).

...the University asked that it be relieved of the portion of the Secretary-
Treasurer's salary which it had paid along with the limited financial
assistance for special athletic activities. (Morrison, 1966:22)

The increased costs of higher education at the University necessitated this move, and
secondly, the Association's offices in Thames Hall were now greatly needed. WOSSA would
now have to pay all of their own expenses, and the Secretary's office would be located in his
place of residence.

Because of Western's withdrawal, WSSA believed that the chances for an accepted
departure from WOSSA would be increased. George Arnott expressed WSSA's hope that
Assumption University of Windsor might provide leadership and support to "SWOSSA"
(WSSA minutes, February 19, 1962). The Windsor group believed that if Assumption could
provide this guidance and administrative support, the new association would succeed. Arnott
was looking for a type of "home base" from Assumption in order to make its "infant years"
successful. Assumption's response to WSSA's requests as reported by Ken Fathers (Windsor
Star, March 29, 1962) were as follows,
FIGURE 9

SWOSSA MEMBER SCHOOLS
1962

- OUTLINE AROUND SCHOOL NAMES
  IDENTIFY "B" SCHOOLS

- "B" REPRESENTS SCHOOLS WITH SMALLER STUDENT POPULATIONS

SWOSSA CONSTITUTION 1962
Assumption, as we hear it, is not willing to give any financial support to SWOSSA but will make its athletic facilities available for tournaments, whenever possible, and will provide council when any "thorny" issues arise.

R.J. "Dick" Moriarty, who at the time of SWOSSA's formation was the Athletic Director at Assumption, was to be the university representative on the Board of Directors. Moriarty would later act as a convenor at SWOSSA's annual meetings and lend his expertise to the functioning of the newly formed association (Valentine, 1991).

The relationship between secondary school athletic associations and universities dates back to the 1920's (Webb, 1978). The University of Western Ontario and Queens University were hosting basketball tournaments long before other universities were involved (Annual Easter Tournament). Pete Beach noted that there was "excellent cooperation with the schools" (Beach, 1970). The universities and high schools were both after the achievement of a similar mandate, which was the promotion of education and athletics.

The "Finding" (#5) by OFSAA which encouraged university and association cooperation would later become somewhat of a hindrance according to OFSAA. Pete Beach viewed WOSSA as "a creature of the University of Western Ontario" (Beach, 1970). The then Secretary felt that the association (WOSSA) was in fact getting too much support from the university, and was beginning to effect the other associations in the province (Beach, 1970). Beach believed that WOSSA should try to do more on its own. An ideal relationship between the two groups would be one of "constant dialogue" (Beach, 1970). This dialogue referred to by Beach was evident in both CWOSA, and the Ontario Agricultural College (University of Guelph) and also SWOSSA and Assumption University (Techko, 1991).
CHAPTER V

INTRODUCTION TO THE RESULTS

The results chapter of this thesis will be organized into sub-sections as they relate to the variables outlined in the Operational Paradigm. The Operational Paradigm is based on Moriarty’s SIR Model (Appendix F) which is a systems analysis technique which identifies the goals and the means of the association, and in turn creates a complete representation of an organization (SIR/CAR, 1976:32). Each of the stages identified within SWOSSA’s life cycle will be described under the following headings:

1. Purpose and Goals

2. Objective Tasks

3. Situational
   - Organizational Structure & Hierarchy
   - Constitution, By-Laws
   - Rules and Control

4. Personal
   - Significant Individuals and Groups
     (Responsibilities, Behaviour, and Traits)

5. Conflict and Issues
   - Internal/External

6. Strategies
   - Future Trends and Action Plan
     (Restructuring and Realignment, Recommended Changes)

The components of the paradigm act as a guide for this researcher to identify the significant aspects that have an effect on SWOSSA.
Purpose and Goals

The purpose pertains to the overall mission or mandate of the association, and is often expressed in the official constitution. Eight different constitutions and annual amendments of the constitution were incorporated into this study: the 1958 WOSSA constitution, SWOSSA 1962, SWOSSA 1971, SWOSSA 1974, SWOSSA 1978, SWOSSA 1985, SWOSSA 1990, and the OFSAA 1990-91 constitution.

The SDFI also affords interviewees the opportunity to state what they believe, or perceive to be the purpose of the regional association. Some of the interview respondents were selected from groups that have a less direct affiliation with the association, and therefore may provide additional data that others too close to the organization may fail to identify. These other constituent groups include the OFSAA Executive Secretary, members of the OFSAA Executive Board, Board of Education representatives and media professionals. Goals refer to what the association wishes to achieve over the course of its life cycle. These goals may be for the short term, and determined by ad-hoc committees in order to ratify a problem, or, they may be developed and delivered over a longer period of time and constitute the association’s long term commitment to growth and development of SWOSSA.

Objective Tasks

Goal succession means that goals are periodically evaluated and new goals adopted. (Daft & Steers, 1986). If and when the environments change, the organization must adopt new goals in order to survive. Objective tasks refers to actually doing something in order to achieve the stated goals. By stating defined (explicit) objectives, the goals are easier to reach
as the means are then clearly delineated. Examples of objective tasks are: increasing student-
athlete participation rates, increasing membership fees for added revenue, and creating a
women's committee to study female participation rates.

Situational - Structure and Hierarchy

This refers to the aspect of the study that encompasses the executive of the association,
the Board of Reference, regional delegates to OFSAA, Boys’ and Girls’ Sport representatives,
convenors and coaches. Structure and hierarchy also pertains to all constituents of the
provincial secondary school sport delivery system. A number of organizational charts are
included to illustrate the structural relationship between SWOSSA and its local athletic
associations at different periods in SWOSSA’s history. These charts will aid in identifying
change in member schools over the 29 year period.

Constitution & By-Laws, Control & Rules

This section makes reference to the organizational information found in the 8 different
constitutions, and will be studied according to:

1) Purpose (also refer to Purpose sections)
2) Membership
3) Officers & Representation (also refer to Groups & Individuals)
4) Finances
5) Meetings
6) General (including eligibility, amendments, sponsored activities).

in order to report and evaluate the control structure and rules that were set in place.

By-Laws, amendments to the constitution, and notices of motion will be appraised in
order to understand and report on the direction of the association.
Personal

Individuals and Groups

This section refers to the key individuals and groups who have made a considerable impact on the association. They may be direct members of SWOSSA or SWOSSA member schools, or may not, yet still had some influence on the development of SWOSSA. These individuals and groups may include:

1) Local athletic association
2) Regional athletic associations (i.e. WOSSA)
3) OFSAA
4) Boards of Education (Windsor, Essex & Kent)
5) Ministry of Education
6) University of Windsor (Assumption)
7) St. Clair College
8) Board of Directors of SWOSSA
9) P.E. Department Heads
10) Coaches, convenors & teachers
11) Media (newspapers, television, radio)

Responsibilities (Behaviour & Traits)

This aspect of the study pertains to the roles that these individuals and groups play in SWOSSA. It is important to note if there are any differences between what an individual (or group) say they will do or should be done, and whether they actually carry it out. The SDFI, and analysis of the notices of motion at SWOSSA meetings, will aid in determining this. Job descriptions which identify the responsibilities of SWOSSA members were also examined (located in the constitution).

Conflict

Conflict can be broken down into 2 component parts. Internal conflict can also be referred to as "constituent" strain (Webb, 1978). This refers to:
1) Eligibility (i.e. academic, & transfer policies)
2) Rules/regulations
3) Scheduling (protests, missed games)
4) Discipline, probation
5) Activities
6) Budgets (fees, honorariums)

External Conflict can be seen with regard to:

1) Eligibility
2) Boards of Education
3) Strikes (protests, walk-outs)
4) City of Windsor (Corporation)
5) Lawsuits (personal, contract, facilities/equipment)

Strategies

Recommended Changes, Restructure & Realignment

These refer to suggested changes that are tabled in order to have a more effective and efficient system. These recommendations are based on committee work, or by individuals who submit notices of motion to the SWOSSA Board of Directors. These suggested changes may lead to the restructuring of the organizational body (SWOSSA) i.e. addition or omissions of Board personnel, or the creation of a girls sport committee. Realignment may occur when individuals resign, retire or move into another position.

Future Trends & Action Plan

This section refers to trends in educational and athletic demographics in south western Ontario, and also trends in society that will have an effect on secondary school sport at both
the provincial and regional level. Other trends noted may include:

1) Increasing/decreasing school enrolment
2) Ageing teaching population
3) Academic - eligibility policy
4) Volunteer coaches
5) Legal liability
6) Incorporation
7) Recruiting
8) Remuneration/honorariums/stipends
9) Extra-curricular versus co-curricular sports
CHAPTER VI

THE CREATIVITY-COLLECTIVITY STAGE
1962-1967

The Creativity-Collectivity stage of SWOSSA is represented by the years 1962 until 1967. This era exhibited many of the characteristics that would be expected from a newly formed organization, yet at the same time, possessed a maturity and foundation that is reminiscent of a more established association. This new stage created for the Quinn and Cameron Summary Life Cycle model, is entitled the Creativity-Collectivity stage, because it is an incorporation of the first 2 stages of the researcher's model.

Because SWOSSA was borne out of an already existing association (WOSSA), it was able to bring with it, much of what was successful in its parent organization, and at the same time, was prepared to adapt to the challenges that face an organization in its infant years. It is for this reason that this first stage is a culmination of Quinn and Cameron's first 2 life cycle stages.

The initial problems faced by SWOSSA were few, mainly because of the dedicated and committed individuals such as Mr. Alex Liddell, Mr. Robert Cruikshank and Mr. William Allen. These individuals were the Windsor, Kent and Essex County representatives to WOSSA; and with the formation of SWOSSA, continued to provide administrative leadership to high school athletics in south-west Ontario.

PURPOSE AND GOALS

The Ontario Federation of School Athletic Associations (OFSAA) was established in 1952, in order to "provide for the development of a sound interschool athletic program"
(Ministry of Education, 1978:85). OFSAA's belief in the value of athletics/sport was a theme that was carried over to all of its member associations.

The WOSSA constitution (1959), prior to SWOSSA's separation stated:

**ARTICLE II - PURPOSE**

The purpose of the Association shall be to establish a closer relationship among the various secondary schools of Western Ontario through the promotion of competition in literacy, athletic and other activities deemed advisable, and to develop in the students associated with the schools a love for good, clean amateur sport, and the desire to play the part of real men and women in all competitions in which they may be engaged.

The Purpose section (Article II) of SWOSSA's first constitution (1962) was a replica of WOSSA's, except for the omission of "the promotion of competition in literacy". At this point in time SWOSSA felt that the literacy competition should be the responsibility of the local associations. The reason for the similarity in the stated purposes was that many of the past members of WOSSA were now a part of the newly formed SWOSSA group, and values and beliefs were transferred over (Techko, 1991). Sandy Blackshaw, the present SWOSSA secretary-treasurer (1991), saw the ultimate goal or mission of SWOSSA to always be constant;

Since SWOSSA began in 1962 until even present day, the ultimate goal is to provide high school champions in a variety of sporting activities in order for them to represent (SWOSSA) at the provincial championships (OFSAA) (Blackshaw, April 12, 1990).
OBJECTIVE TASKS

On March 17, 1962 in Leamington (Essex County), a meeting involving Windsor, Essex and Kent County representatives, and Dick Moriarty of Assumption University of Windsor, took place. At this meeting attended by Mr. Joe Mencel, Mr. E. Groover, and the WSSA secretary-treasurer, Mr. George Arnott, the problems facing WOSSA were thoroughly discussed. The various representatives at this meeting expressed favour in attempting to form a separate association for Windsor, and Essex and Kent County schools. Assumption University of Windsor, led by then Athletic Director, Dick Moriarty offered to provide the newly formed association with some direction, organization and administration (WSSA Newsletter, March 23, 1962). The move was now on to begin in the development of a new association. The formation of SWOSSA would soon prove to be a laborious task, as long hours would soon be committed by a number of key individuals.

At the WSSA General Assembly meeting on May 29, 1962 a motion was carried which would signify that SWOSSA was in fact going to be a true athletic association:

Moved that a committee consisting of the WSSA President, the Vice-President, the 2nd Vice-President, the past President, the secretary (WSSA) and Mr. Mencel be responsible for selecting the SWOSSA secretary-treasurer. (Green/Dawson) (WSSA minutes, May 29, 1962)

It is the secretary-treasurer who is the individual identified as SWOSSA (Blackshaw, 1990). The above motion was of great significance to the association since it gave some legitimacy to the organization. At the conclusion of this meeting the committee chosen to determine SWOSSA secretary-treasurer met to consider the appointment. Mr. Gordon Moir, who taught at Herman Collegiate Institute in Windsor, was named the SWOSSA Secretary-Treasurer.
Now that a secretary was appointed, one of the major objectives was to create the constitution. In the summer and fall of 1962, numerous revisions of the constitution were made in order for a final draft to be presented to the Board of Directors at the first Annual Meeting in September.

Now that SWOSSA was officially a regional athletic association, the organization needed to create an insignia that would be a true representation of what it stood for, and believed in. A competition was held throughout the Windsor, Essex and Kent regions in order to give the association an official crest. There were over 100 entries from high school students, and awards were made as follows:

<table>
<thead>
<tr>
<th>Winner</th>
<th>Andrew Pill</th>
<th>Blenheim D.H.S.</th>
<th>$20.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Runner-up</td>
<td>Karen Astles</td>
<td>Herman C.I.</td>
<td>2 season tickets to Lancer games</td>
</tr>
<tr>
<td>Honourable Mention</td>
<td>Joe Bernat</td>
<td>Harrow D.H.S.</td>
<td></td>
</tr>
</tbody>
</table>

The design is blue and gold, which are the official SWOSSA colours (and also Assumption University/University of Windsor colours) (Refer to Appendix G). There are 4 parts to the crest, as each symbolizes 4 different features of the 3 regions - Windsor, Essex and Kent Counties.

- Learning and Knowledge - the book
- Agriculture - corn
- Industry - the wheel
- Athletic Competition - the running torch bearer (Correspondence from G. Moir to T. Techko, 1980).
The initial stage, the creativity-collectivity stage, exhibited the marshalling of many resources, both human and monetary. The SWOSSA delegates knew what lay ahead for them before they created the association. The Windsor Star, in January of 1962 reported what the WSSA group would be up against.

The Windsor Secondary Schools Association is hopeful of setting up its own district of OFSAA, administrating its own affairs without any additional guidance and financial support from WOSSA (Fathers, Jan. 24, 1962).

Like the University of Western Ontario in the later years (1965), the Assumption University of Windsor was "not willing to give any financial support to SWOSSA" (Fathers, March 29, 1962).

In order to begin the SWOSSA operations, the secretary-treasurer, Gord Moir, was requested by the Board of Directors to get a bank loan. This loan would act as the initial "infusion of capitol", that so many start-up organizations need in order to fulfill their official mandate (Barnett, 1988:14). At the June 18, 1962 SWOSSA Board of Directors meeting, a motion by Messrs. F. Eidt and Mr. Ed Dawson regarding the association's financial situation was carried.

That the Canadian Imperial Bank of Commerce, Riverside be the banking institution of SWOSSA and that the signing officer be Gordon N. Moir. That the signing officer be authorized to borrow $500.00 on behalf of SWOSSA for operating expenses.

Mr. Joe Mencel, Vice-Principal at Herman Collegiate Institute, who was also SWOSSA's inaugural President, along with Moir, had to sign a bank note which would guarantee income to the association for the September 1962 school year. The initial capital was needed, as the main source of association income - school membership fees, would not be received until
October of that year (Correspondence from G. Moir to T. Techko, 1980). In September of 1962, the treasurer’s report produced a projection of estimated receipts and expenditures. These two figures were found to be quite close, and it was believed that if a sufficient amount of revenue was generated from gates of games, tournaments and meets, SWOSSA would be able to meet its first year expenses without a further bank loan (SWOSSA minutes, Sept. 15, 1962).

In the 1962 SWOSSA constitution, By-Law 6 of the awards section states that SWOSSA awards will be distributed for all inter-district play.

1. Trophies will be awarded to champions in all team competition.
2. Pendants will be awarded to champions in all team competition.
3. SWOSSA crests will be awarded to all individual champions and members of championship teams.

The summer of 1962 saw a busy Mr. Moir trying to locate enough trophies for all the SWOSSA team champions. He requested all 3 member associations to help him with this cause. At the first SWOSSA meeting of the school year (September 15, 1962), a trophy progress report was given by the secretary, and it was pointed out that a large number of trophies were still necessary. Each district was asked if it could solicit 4 or 5 trophies each, as close to 22 trophies were still needed. In a letter to principals of all SWOSSA schools, dated September 25, 1962, Moir wrote, with the acquisition of the trophies, "our problems would almost be solved and our champions would receive the symbols due them".

When the secretary-treasurer and the constitution committee were in the midst of creating the original constitution, they had to decide which activities would be included in the list of SWOSSA sponsored events. Their goal was to provide the south-west Ontario region with
sports that would interest local student-athletes and at the same time coincide with those activities that were offered at the OFSAA level (Techko, 1991). By providing this mix of activities, SWOSSA was able to develop a "niche" for themselves. Because of Windsor's proximity to the United States, the American sporting influence has always been present. The American presence is evident in the sport of basketball, where every year a tournament took place at St Denis Hall at the University of Windsor (OFSAA records, 1962).

A pamphlet sent to all basketball coaches and players in the SWOSSA region depicts this influence:

Saturday, November 16, 1963
BASKETBALL COACHING CLINIC
The University of Windsor
St. Denis Hall

Clinic Panel

1. Lofton Green: River Rouge High School, Detroit. Former Michigan Coach of the Year.


A comparison of the WOSSA and SWOSSA list of sponsored activities is shown below to highlight the similarities with the parent association.
SPONSORED ACTIVITIES

WOSSA (1958)

FOOTBALL
BADMINTON
BASKETBALL
CROSS COUNTRY (BOYS)
CURLING
HOCKEY
RUGBY
SWIMMING
TENNIS
TRACK & FIELD
VOLLEYBALL
NOT OFFERED

SWOSSA (1962)

NOT OFFERED
BADMINTON
BASKETBALL
CROSS COUNTRY (BOYS/GIRLS)
CURLING
HOCKEY
RUGBY
NOT OFFERED
NOT OFFERED
TRACK & FIELD
VOLLEYBALL
SOCCER

In the early part of the Creativity-Collectivity years, SWOSSA began to overcome many of its initial obstacles. Committees were being formed, Board of Director appointments were being decided; all of which was in keeping with what was necessary to properly run a regional athletic association (Gibson, 1991) (Refer to Significant Individuals & Groups section). At the second annual SWOSSA meeting, held on June 15, 1964 a motion was put forth by Elizabeth Fullerton and Patricia Davis, both of whom were SWOSSA Officers representing ECSSA "A" and WSSA respectively, which stated:

That a woman be appointed assistant track convenor with responsibility of scheduling field events and assigning officials to conduct these events. The men shall continue to handle all track events (CARRIED).

This track convenor appointment was seen as an indication that girl’s activities would soon receive parity with those offered for boys in the SWOSSA region. OFSAA has always been a strong advocate of equal representation for both boys’ and girls’ sport, therefore SWOSSA’s initiative by these two female members was a goal worth pursuing (Valentine, 1991).
The 1964-65 school year featured the formation of a women's committee set within the association. One of the goals of SWOSSA that year was to provide girls' athletics with a stronger governing body (SWOSSA minutes, June 15, 1964).

This committee would include a woman from each of the 5 districts (Windsor, Essex "A" & "B", and Kent "A" & "B"), the women's director of SWOSSA, the representative to the women's committee of OFSAA, and the President and secretary-treasurer of SWOSSA. A minimum of 2 meetings would be held each year to ensure that all relevant issues were addressed. The purpose and objectives of the committee were threefold:

1. To recommend changes or important improvements in girls' athletics under SWOSSA jurisdiction.

2. To acquaint each district with recommendations which are made by OFSAA.

3. To approve tournament arrangements for SWOSSA activities. Convenors of girls' activities should submit to the Chairman a complete outline of any SWOSSA tournament or meet 1 month before the date of the tournament or meet.

Davis/Fullerton (CARRIED) (SWOSSA minutes, June 15, 1964)

SITUATIONAL

ORGANIZATIONAL STRUCTURE AND HIERARCHY

In 1962 SWOSSA was comprised of a number of officers and Board of Director members who were elected by the association. The Honourary Officer of SWOSSA was the Honourary President, who was chosen "from those specifically interested in the educational institutions of South Western Ontario" (SWOSSA constitution, 1962:2). The first incumbent of this position, by a unanimous decision, was Father E.C. LeBel who was the President of
Assumption University of Windsor (SWOSSA minutes, September 15, 1962). The individual who occupied this position did not possess any voting privileges, but was slated as an Officer more as a symbolic gesture (Valentine, 1991).

The Board of Directors was selected from individuals who were members of faculty of the various secondary schools in the region. Two representatives were appointed by each of the SWOSSA district leagues (WSSA, ECSSA, KCSSA) at both the “A” and “B” level. In order to maintain an equal representation of district leagues, a clause in the constitution (Article IV Section 2 (e) stated:

If at any time a member of the Board of Directors moves from his district league, he shall automatically cease to be director and shall be replaced on the Board of Directors by a representative appointed by the district league
(SWOSSA constitution, 1962:2).

The University of Windsor also appointed a representative from the School of Physical Education. The responsibilities of the individual occupying this position was both to convene and secure a site for the SWOSSA Annual Meeting. Dick Moriarty was the first University representative and played an integral role in the initial shaping of the association at the creativity-collectivity stage, as he convened these meetings for all 7 years of this initial stage (Techko, 1991).

The regular officers consisted of the President, one Vice-President, and the Secretary-Treasurer. In June of 1963, the Board of Directors decided to include one more Vice-President, this was done in order to increase Board representation (Moir, 1990). Both the President and Vice-President were chosen from among members of the Board of Directors at the first Annual meeting. Board members were appointed by their district league for a 2 year
period (Techko, 1991). It was suggested to the Board that at least 1 of the directors from each local association hold the position of principal or vice-principal in their schools. Mr. J.S. Mencel of W.F. Herman C.I. in Windsor was voted in as President until June of 1963 when he was appointed the position of Past President. Mr. E.F. Eidt of Merlin D.H.S. in Kent County was the Vice-President until 1963, when he replaced Mencel in the President’s position. P.J. Gleeson (Chatham Vocational) and A.C. Liddell (Patterson C.I.) were recommended by the Board of Reference for the positions of 1st and 2nd Vice-Presidents respectively – this recommendation was carried unanimously (SWOSSA minutes, June 15, 1963). (For a complete listing of the slate of Officers and Directors for the Creativity-Collectivity stage refer to Appendix H).

The secretary-treasurer was appointed by the Board of Directors and was also the secretary of the Board of Directors, the Board of Reference, and any other committees that were created during his tenure. The secretary-treasurer is the true representative of SWOSSA. He/she is the only member of the executive who receives an honorarium, in fact, the secretary is expected to attend each SWOSSA sponsored event in order to make presentations to the regional champions (Valentine, 1991).

The Board of Reference is a committee made up of 3 members, appointed by the Directors. The intended purpose of this board is to deal with matters that pertain to student-athlete eligibility, protests, rules and regulations (SWOSSA constitution, 1962).
CONSTITUTION AND BY-LAWS

In a letter to Mr. Tony Techko (secretary-treasurer 1966 - 1969), Mr. G. Moir described the task that lay ahead of him in developing the original constitution:

One of my first responsibilities was to draft a constitution. This was done during the summer of '62. During the Spring and Fall of that year, many meetings were held to construct and refine this constitution (Correspondence from G. Moir to T. Techko, 1980).

A constitution committee was appointed consisting of Gord Moir, Al Langford, William Aikman, Ed Dawson and Laurie Goldthorpe, who by September of 1962 created a working set of by-laws, rules and regulations (Techko, 1991). This working copy was presented to the delegates at the Annual Meeting on September 15, 1962, and upon examination, several changes, corrections and additions were made. The constitution was then unanimously adopted to be the official constitution and by-laws of SWOSSA (SWOSSA minutes, Sept. 15, 1962).

At the Annual Meeting on June 15, 1963 there were 2 significant changes made to the constitution regarding basketball and football. The regional SWOSSA champion in these 2 sports would no longer be determined by a challenge. These changes were prompted by motions made by the coaches of these 2 respective sports.

Requests were made by football coaches T. Wilson and K. Kay of General Amherst and McGregor respectively, to declare a football champion in the Senior and Junior "B" boys. These requests were later ruled against because of the fact that no competition at the SWOSSA level had taken place, and because of this, the requests were viewed by the Board of Directors as unconstitutional (SWOSSA minutes, June 15, 1963).
A motion put forth by Art Pill and K. Kay requested that the word "Challenge" be deleted from the constitution in order for a guaranteed championship to take place. The motion was made for basketball, but was soon applied to the sport of football, thus ensuring the declaration of an overall football champion in the fall. In the previous year, a school would have to formally request a championship contest against the league winner in order for the championship contest to occur (Windsor Star, June 17, 1963:6).

Since the formation of the first athletic association, both coaches and convenors of high school sports have dedicated freely their time and effort in the promotion of athletics (Valentine, 1991). The main tenets of the Creativity-Collectivity stage stresses a sense of mission, high commitment and long hours spent in the pursuit of organizational success. Convenors in previous years rarely received any form of financial reward for the long hours of dedicated service for which they gave. This absence of remuneration has its origins rooted in the early 1940's.

At this time there was no real recognition for coaches. In about 1942 coaches wanted expenses to help pay for something like a pair of pants that were ruined in a football mud bowl, or gas money. So they finally came up with an expense account for coaches in the different sports (Valentine, 1991).

These expense accounts, which usually totalled approximately $200.00 for all the sports, were soon made into honorariums.

A committee was formed to examine all aspects of payment to SWOSSA convenors and duties required. The following recommendations were introduced at the September 3, 1963 Board of Directors meeting:
All convenors shall,

1. Comply with the date of the event as shown on the Calendar of events.
2. Personally supervise the activity.
3. Report in writing to the Secretary-Treasurer the results and recommendations for improvements of the activity as soon as possible after the activity.
4. Organize the activity completely and notify all concerned the details of the arrangements. (The SWOSSA secretary may be used for distribution).
5. Arrange the engagement of qualified officials from the SWOSSA area if possible for the particular SWOSSA activity.
6. Arrange for the engagement of a supervisor for the women's section in Track and Field and Basketball.
7. Organize and supervise, with the aid of the SWOSSA secretary, SWOSSA's entry into the Track and Field meet.

Table 1 (SWOSSA Convenor Honorariums, 1963) depicts the committee recommended to be the honorarium for convenors of SWOSSA activities, effective September 1963.

At the November 25, 1967 SWOSSA meeting, the topic of football was raised again. The Directors felt that all coaches, convenors, administrators and athletes must abide by the constitution if the association is to operate effectively. This statement was a result of a report submitted by Mr. Rountree, the football convenor. Rountree indicated to the Board that Kent and Essex were using different playing rules in their respective leagues. This problem was later ratified as 1 set of playing rules were placed in the constitution rule book (SWOSSA minutes, June 12, 1968).
**TABLE 1**

**SWOSSA CONVENOR HONORARIUMS**

<table>
<thead>
<tr>
<th>SWOSSA ACTIVITY</th>
<th>HONORARIUM RECEIVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRACK AND FIELD</td>
<td>$40.00</td>
</tr>
<tr>
<td>GIRLS' SUPERVISOR</td>
<td>$10.00</td>
</tr>
<tr>
<td>BASKETBALL</td>
<td>$25.00</td>
</tr>
<tr>
<td>GIRLS' SUPERVISOR</td>
<td>$10.00</td>
</tr>
<tr>
<td>BADMINTON</td>
<td>$10.00</td>
</tr>
<tr>
<td>GOLF</td>
<td>$10.00</td>
</tr>
<tr>
<td>CURLING</td>
<td>$10.00</td>
</tr>
<tr>
<td>CROSS COUNTRY</td>
<td>$10.00</td>
</tr>
<tr>
<td>FOOTBALL &quot;A&quot;</td>
<td>$10.00</td>
</tr>
<tr>
<td>&quot;OVERALL&quot;</td>
<td>$10.00</td>
</tr>
<tr>
<td>VOLLEYBALL &quot;A&quot; &amp; &quot;B&quot; BOYS</td>
<td>$10.00</td>
</tr>
<tr>
<td>VOLLEYBALL &quot;A&quot; &amp; &quot;B&quot; GIRLS</td>
<td>$10.00</td>
</tr>
<tr>
<td>SOCCER</td>
<td>$10.00</td>
</tr>
<tr>
<td>HOCKEY</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

**TOTAL = $250.00**

EFFECTIVE SEPTEMBER 1963
School Membership

The following is a listing of changes to the SWOSSA constitution during the creativity-collectivity stage, 1962-1968 (Article III - Membership).

1963 - 1964  Central Lambton C. & V.I. withdrew

1964 - 1965  Riverside H.S. transferred from ECSSA to WSSA. General Amherst became an "A" school. West Elgin D.H.S. was suspended for 1 year


1966 - 1967  St. Rose H.S. was closed down and therefore no longer a SWOSSA member

CONTROL AND RULES

The Creativity-Collectivity stage represents a period in SWOSSA's history where there was much trial and error by both committees and its members. There were many ideas proposed by the SWOSSA members in order to reach a solution. These ideas were brought about through the submission of notices of motion by association delegates, in an attempt to promote change for the betterment of the association.

From the very beginning SWOSSA showed signs of legitimacy and control, as in April of 1962, when a memo was sent to all district association secretaries:

WSSA - George Arnott, Kennedy Collegiate
ECSSA - George Pringle, General Amherst H.S.
Kent "A" - Mrs. Gerri McFadden, Wallaceburg D.S.S.
Kent "B" - Mrs. Barb Dale, Lambton-Kent D.H.S.

You are asked to place "SWOSSA BUSINESS" on the agenda of your next district association meeting. Discuss activities at the SWOSSA level with respect to making improvements.
SWOSSA was now the representative athletic body, and they welcomed what Quinn and Cameron may have referred to as "entrepreneurial ideas", as it was a new organization which was in its initial growth stage. A motion was passed in the sport of soccer, which changed four 15 minute periods to two 30 minute halves, and track and field witnessed the addition of a 440 yard dash for Junior boys and a 62 yard low hurdles for Senior girls (SWOSSA Constitution Changes, 1963).

It was the Board of Directors who exercised final control over all matters, and as such, could be referred to as the "prime mover". This prime mover controlled all funds, finances, policy, and all matters that pertained to the management of SWOSSA (Issell, 1991). There was a measure of control in the membership, since the constitution provided that all matters were subject to an appeal for a meeting of all Association members. This appeal would occur on the written request of the principals of any 5 schools in the association (SWOSSA minutes, June 16, 1965).

PERSONAL

SIGNIFICANT INDIVIDUALS AND GROUPS

This first stage of the life cycle included a number of individuals who played vital roles in SWOSSA’s early growth. Gord Moir was the association’s first secretary-treasurer, and held the position until 1966 when Tony Techko was appointed to the position. Appendix H gives a listing of all the Officers and Directors of SWOSSA, over the course of the Creativity-Collectivity stage.
Three women played an instrumental role in the furthering of female athletics. They were, Elizabeth Fullerton, Patricia Davis, and Jean Shillington (OFSAA Women's Committee Member). Some of the changes that these 3 individuals initiated include:

1. The creation of a women's track and field convener.

2. The separation of the girls' basketball tournament from the boys', in order to promote girls' athletics on its own merit.

3. The addition of track events that enabled girls' sports to keep parity with the boys'.

That the 220 yard dash be added to the list of girls' Track and Field events (CARRIED) (SWOSSA minutes, June 15, 1964).

Dick Moriarty, who was SWOSSA's University of Windsor representative, occupied this position for the entire creativity-collectivity stage. Moriarty played an integral role in helping SWOSSA overcome its initial growing pains, as he gave both direction and support to the association (Techko, 1991). Mr. Joe Mencel was SWOSSA's first President and later played a liaison role with the association when he was hired as the Adult Education Coordinator for the Windsor Board of Education in 1964. SWOSSA's relationship with the Boards of Education was an important one, and the association had to "be very high profile", (Valentine, 1991), as it was these Boards who were responsible for paying the membership fees to SWOSSA. The image of the association was very important, especially at the early stages of development as they had to form a niche in the promotion and administration of high school athletics. By including a representative of the Board, Mr. Mencel, they would always be apprised of the direction of SWOSSA (Valentine, 1991).
The representatives of Essex County at the time of SWOSSA's formation were, George Pringle of General Amherst, and Pat Gleeson and Ken Myers of Leamington. In Kent County, Laurie Goldthorpe of Chatham C.I., Clare Maltby of Wallaceburg, and Art Pill and Bob Fox of Blenheim D.H.S. were the district representatives. The work and commitment of these individuals was invaluable, as they "helped to lay the initial ground work" (Moir, 1980).

CONFLICT AND ISSUES

The issues, problems and conflicts that arose between the years 1962-1968 are similar to what would be expected by Quinn and Cameron in their Creativity-Collectivity stage. Because the organization was just beginning to develop, many changes occurred, some of which include: 1) The appointment of a new secretary-treasurer for the 1966-67 school year. 2) The Board of Reference met 3 times in 1963-64 to discuss conflicts. 3) In 1966 school membership fees increased due to a loss in revenue. 4) The abolition of the annual basketball tournament and the increased expenditures on trophies and awards in 1965 led to an excess of expenditures over income.

In the 1963-64 school year, the Board of Reference, comprising of Mr. E.F. Eidt, Miss. Patricia Davis, and Mr. Gord Moir convened 3 times. This group met formally in person only once, as the other 2 meetings were conducted by telephone and correspondence.

MEETING 1: Just prior to the "A" girl's volleyball tournament. The subject was the appointment of women's officials. The volleyball convenor had engaged officials from
outside the SWOSSA area when qualified officials were in existence in the area. A ruling was then made which was placed in the constitution, which reinforced that all convenors must use qualified officials from the SWOSSA region in all SWOSSA sponsored events.

MEETING 2: March 7, 1964 at a SWOSSA basketball tournament. West Elgin D.H.S. (WEDHS) from Westlorne was the Kent "B" representative to this tournament. West Elgin failed to show at the tournament site, and also neglected to notify the SWOSSA basketball convenor of their absence. After the meeting the Board of Reference decided that the secretary-treasurer should investigate the reason for West Elgin's action.

If reasons are not exceptionally good, the Board of Reference recommends to the Board of Directors that West Elgin be suspended from SWOSSA ACTIVITIES for a period of 1 year, after which time the school may apply for membership in SWOSSA (SWOSSA minutes, Mar. 7 1964).

West Elgin was suspended from SWOSSA activities for the recommended period of time, and on December 4, 1965 at the SWOSSA Directors' meeting, an appeal for reinstatement was granted. Mr. Lancaster (WEDHS Principal) requested that the suspension be lifted, and that WEDHS be admitted as a SWOSSA member school in 1965-66.

SWOSSA's program of activities was so extensive and the athletes were so competitive during the 1965-66 school year that the association lost money for the first time in its four year history. Gord Moir explained to the SWOSSA delegates that the deficit, "was due mainly to the increasing cost of expanded activities, awards and officials' fees" (O'Conner, June 14, 1966). The cancelation of the final basketball tournament at the University of Windsor, in favour of a playoff structure in the high schools, just added to the financial
losses, as only $77.17 was raised at this event in 1965-66 versus $239.15 the following year when the tourney was reinstated. The expenditures on trophies and awards was almost twice as high as the 1968-69 school year (SWOSSA Treasurer Reports, June 16, 1969).

At the June 13, 1966 Annual Meeting, Moir pointed out that there was an immediate need for increased funds if SWOSSA was going to continue to operate in the accustomed manner (SWOSSA minutes, June 13, 1966). A discussion by Board members ensued, until two possible solutions to SWOSSA’s financial troubles were tabled: 1) The possibility of charging entry fees into individual activities, together with the 10 cent/student fee paid by membership schools. 2) A general increase in membership fees. A motion was then put forth, and carried, by Messrs. J. Gleeson and J. Carpenter which stated, "that the SWOSSA member school fees be increased by 2 cents/student effective September 1966 (10 cents to 12 cents)" (Refer to Figures 10, 11, 12 for a SWOSSA Financial Comparison).

A Comparison of SWOSSA Membership Fees (Figure 10) during this stage, shows that the association’s income continued to increase every year. This increase in revenue resulted from two sources. 1) The region continued to grow in size, therefore more schools were contributing to the membership fund, and 2) membership fees increased in 1966, resulting in the largest increase during this period (a $554.11 increase over 1965).

Figure 11 is a depiction of SWOSSA’s Financial Statement: Total Expenses, during the Creativity-Collectivity stage. The expenses continued to increase during this stage, until 1966 when Mr. Tony Techko was appointed secretary-treasurer. His stated mandate was to help create a sounder financial position for SWOSSA, which was successfully accomplished in that year (Techko, 1991). However, SWOSSA’s total expenses increased the following year
(1967-68) when a large amount of money was allotted to trophies and awards ($1649.81) (SWOSSA minutes, June 11, 1968). Figure 12 represents SWOSSA’s Financial Comparison - Net Profit/Loss margin over the Creativity-Collectivity stage. The years 1962, 1963 and 1966 were years where the association made a profit, whereas 1964, 1965 and 1967 SWOSSA operated at a financial loss.

Four years into SWOSSA’s existence there was a change in the leadership of the association. The process began on December 4, 1965, when Gordon Moir was elected Chairman of the Ontario Basketball Committee, a position he would occupy for the following 2 years. At this Annual Meeting, Moir advised the association of the possibility of his resignation that would take place before the next annual meeting (SWOSSA minutes, Dec. 4, 1965). Before Moir’s announcement, there was no formal process of selecting a successor, therefore a motion had to be passed to provide for this contingency.

(Carpenter & Maltby) That the President be empowered to form a committee to examine prospects of a future SWOSSA Secretary-Treasurer. This committee is to be comprised of Mr. Liddell, Maltby, Carpenter, Moir and Miss Whittle (SWOSSA minutes, Dec. 4, 1965).

A letter dated March 15, 1966, addressed to the President, Directors and Members Schools, was sent by Moir. The letter advised Moir’s colleagues of his resignation effective June 30, 1966. The reason cited by Moir, was his acceptance of an administrative position with the Windsor Board of Education. Moir was no longer able to give SWOSSA the time or effort it deserved, yet he still wished to serve the association in other capacities in the years to come.

In the summer of 1966, then outgoing SWOSSA president, Mr. Alex Liddell, approached Tony Techko of Riverside Collegiate, asking if he would consider accepting the position of secretary-treasurer. Techko explained to Liddell that he would accept the designation for the
short term, until the time that a replacement could be found. Techko wanted to help the
association that he had belonged to since its inception, and from the onset the goal set by
Techko was to increase SWOSSA's net profit to a point where the association could operate
comfortably (Techko, 1991). He accomplished this goal successfully over his term. Figure
13, Values From Treasurers Report, & Figure 14, Treasurer's Report Income/Expenditures: A
Comparison of Two School Years, portray association income versus expenditures for the
year 1965-66. SWOSSA's least successful year financially was the 1965-66 term, and in the
Figure is compared to the first year of the Collectivity stage, 1968-69, which was SWOSSA's
most successful year until the 1977-78 campaign. Some of the significant values depicting
the differences in years are represented by an outlined box in Figure 13. Income derived
from membership fees was approximately $1000.00 less in 1965 versus 1968. This increase
was due to both an expansion in SWOSSA school membership, and an increase in
membership fees per student. In 1965-66 there was not a basketball tournament, whereas in
1968-69, the tournament raised more than $400.00.

Techko found his first year as secretary-treasurer a challenging one. "Before the job can
grow with the man, the man must first grow with the job" (SWOSSA Secretary's Report,
June 12, 1967). The job proved interesting but a difficult one for Techko, since he was now
responsible for an association that only 1 year previous, was operating at a net loss
(SWOSSA minutes, June 12, 1967). The 1965-66 school year showed a net loss of $226.01,
whereas in 1966-67 the association had a profit of $843.30 (see Figure 12, SWOSSA
FIGURE 10

SWOSSA FINANCIAL COMPARISON
MEMBERSHIP FEES (INCOME)

1962 - 1968
FIGURE 11

SWOSSA FINANCIAL STATEMENT
TOTAL EXPENSES

1962 - 1967
FIGURE 12

SWOSSA FINANCIAL COMPARISON
NET PROFIT/LOSS

NET PROFIT/LOSS

- - PROFIT      - - LOSS
1962 - 1967
STRATEGIES

Recommended Changes, Restructure & Realignment

There were a number of suggested changes that occurred in the Creativity-Collectivity stage in order to better manage the Association. In addition to the changes previously noted in this chapter, other significant recommendations included:

1. The realignment of the SWOSSA track and field meet, in order to more closely resemble the events and order of events at the provincial championships (OFSAA) (SWOSSA minutes, June 1, 1963).

2. That convenors send student-athlete eligibility lists to the secretary-treasurer as soon as possible. In a recommendation forwarded by Gord Moir in 1964, in order to maintain an efficient and effective system, it was suggested that:

   Athletic Directors, both boys and girls, are asked to instruct their various coaches on SWOSSA eligibility procedure and advise them that lists must be sent in to the SWOSSA office prior to any competition (SWOSSA Secretary's report, 1964).

3. In Secretary Techko's 1967 Secretary's Report, it was recommended that in the near future there may be a need to realign some schools in the region in order to adapt to some newly revised OFSAA districts. This restructuring would lead to rapid growth, as Techko writes:

   In the planning stage is a suggestion that SWOSSA add about a dozen schools from the WOSSA jurisdiction. If this materializes we will experience a sudden thirty-five to forty per cent expansion (SWOSSA minutes, June 12, 1967).

This growth to the SWOSSA region was welcomed by the secretary-treasurer, as "such an expansion may afford us the opportunity to build upon the substantial successes of this SWOSSA season" (SWOSSA Secretary's Report, 1967).
VALUES FROM TREASURER’S REPORT
1965/66 & 1968/69

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1965 - 1966 ($)</th>
<th>1968 - 1969 ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MF MEMBERSHIP FEES</td>
<td>2,465.55</td>
<td>3,446.59</td>
</tr>
<tr>
<td>BB BASKETBALL TOURNAMENT</td>
<td>77.17</td>
<td>447.97</td>
</tr>
<tr>
<td>SC SALE OF CRESTS</td>
<td>10.00</td>
<td>0.00</td>
</tr>
<tr>
<td>OF OFSAA FEES</td>
<td>463.28</td>
<td>504.98</td>
</tr>
<tr>
<td>HON SEC-TREAS. HONORARIUM</td>
<td>720.00</td>
<td>900.00</td>
</tr>
<tr>
<td>AF AUDIT FEE</td>
<td>16.00</td>
<td>35.00</td>
</tr>
<tr>
<td>TA TROPHIES AND AWARDS</td>
<td>639.39</td>
<td>366.21</td>
</tr>
<tr>
<td>TE TRAVEL EXPENCE</td>
<td>227.00</td>
<td>83.95</td>
</tr>
<tr>
<td>VB VOLLEYBALL TOURNAMENT</td>
<td>250.36</td>
<td>274.95</td>
</tr>
<tr>
<td>TF TRACK AND FIELD MEET</td>
<td>184.69</td>
<td>457.48</td>
</tr>
<tr>
<td>FISC1 BALANCE ON HAND AT START OF FISCAL YEAR</td>
<td>920.67</td>
<td>862.69</td>
</tr>
<tr>
<td>FISC2 BALANCE ON HAND AT END OF FISCAL YEAR</td>
<td>21.94</td>
<td>1,889.45</td>
</tr>
</tbody>
</table>

MEMBERSHIP FEES, BASKETBALL TOURNAMENT & THE SALE OF SWOSSA CRESTS = ASSOCIATION INCOME.

THE OTHER CATEGORIES = ASSOCIATION EXPENDITURES

FISCAL YEAR BEGINS MAY 1 AND ENDS APRIL 30
TREASURER'S REPORT/INCOME & EXPENDITURES
A COMPARISON OF TWO SCHOOL YEARS

M/F, BB, S/CR = ASSOCIATION INCOME & THE OTHERS = EXPENDITURES
FISC1 = START OF FISCAL YR MAY 1/FISC2 = END OF FISCAL YR APR 30

FIGURE 14
FUTURE TRENDS & ACTION PLAN

A trend that was noted in the Creativity-Collectivity stage was a move by the association towards organizational stability. SWOSSA was attempting to secure a place in the provincial high school sport hierarchy. By basing their constitution on an association that had paved the way for all secondary school associations (WOSSA), SWOSSA should be ensured of some degree of organizational success.

The later years of this stage exhibited some financial problems, but this would soon be overcome in the years ahead. SWOSSA now realized that if OFSAA increased their annual fees for regional membership, that the regions too, must pass this same increase to their local affiliates (WSSA, ECSSA, KCSSA); which they did.

This period in SWOSSA’s evolution was termed the Creativity-Collectivity stage for the following reasons:

1. An official constitution was developed in 1962 that incorporated much of what was viewed as positive in WOSSA’s constitution (including both it’s structure and activities).

2. An initial infusion of capital was secured by way of a bank loan, in order to begin the SWOSSA operations.

3. The “prime mover”, SWOSSA, exercised its power over the local associations, through strict adherence of rule and regulations stated in the constitution.

4. The formation of a Women’s Committee to oversee girls’ activities.

5. The formation of a committee to examine all aspects of convenorship. A listing of responsibilities and respective honorariums was the main focus of this group.
6. The appointment of 2 Secretary-Treasurers in this 6 year span, and the creation of a committee to select one.

7. The increase in school membership fees in order to offset rising costs.

The Quinn and Cameron Life Cycle model (1983) lists a number of variables that are thought to be representative of a particular time frame in an organization’s history. There were some variables from the Life Cycle model that did not correspond with SWOSSA’s Creativity-Collectivity stage.

In the Quinn and Cameron Creativity stage, there is said to be "little planning and coordination" by the organizational members. In the early years of SWOSSA there was a great deal of planning and coordination achieved, as members wanted the association to succeed. The summer of 1962 was a busy year for then secretary-treasurer Gord Moir and his associates. The large volume of planning and coordination is illustrated by the formation of an official constitution, the creation of Board of Director positions, and the solicitation of member schools to join SWOSSA (Moir, 1990). Throughout the entire Creativity-Collectivity stage, planning and coordination were a mainstay of the association, as committees were continually being formed and updated.

Quinn and Cameron’s second stage, the Collectivity stage, includes the variable "informal communication and structure". SWOSSA had a very formal organizational structure and communication system. Because the organization was large (consisting of over 35 schools at any one time), a district league system was developed in order to improve effectiveness and
efficiency with regard to structure and communication. Each district was responsible for submitting notices of motion to the SWOSSA office in order for these concerns to be addressed at the Annual Meetings.
CHAPTER VII

THE COLLECTIVITY-CONTROL STAGE
1968-1979

The Collectivity-Control stage occurred between the years 1968 and 1979. This stage, like the previous one, incorporated 2 of Quinn and Cameron's stages into its history. During these 12 years (1968-79), SWOSSA did not exhibit traits of any one distinct stage. One reason might have been the fact that in any one year there were directors on the board from the previous year, and therefore each was kept abreast of the direction the association wanted to take, thus maintaining a type of organizational constancy. SWOSSA was an association that was continuing to grow.

The period between 1968 and 1979 was termed Collectivity-Control because it had not fully reached the Control stage. At times the association would run into some financial or constitutional difficulties, and would revert more into what could be termed the Collectivity stage. This period in time is illustrated with long hours of planning and a strong sense of commitment by many of the organizational members.

A number of rules and procedures were both formalized and institutionalized by the constitution and sports committees that were created during this era. Many of the by-laws and rules that were developed during these years continue to exist today. An individual who played an integral role in the shaping of SWOSSA during this stage was Mr. Ted Emmerson, the secretary-treasurer (1968-76). Ted Emmerson was able to provide sound leadership and direction to SWOSSA, in the hopes of creating and maintaining a stable and effective organization. During the Collectivity-Control stage SWOSSA adopted many of the rules and procedures of OFSAA, including both its philosophy and constitution.
PURPOSE AND GOALS

The purpose of SWOSSA in the Collectivity-Control stage was an extension of the previous stage (Creativity-Collectivity). SWOSSA’s mandate was to provide a forum for the 3 local associations. The SWOSSA region was growing quite rapidly, and SWOSSA realized that a constant dialogue amongst the 3 member associations would benefit all groups involved; this would later become the purpose of the annual meetings (Issell, 1991).

SWOSSA’s philosophy was beginning to fall more in line with that of its provincial counterpart, OFSAA. This was evident everywhere from the phrasing and nomenclature in the constitution, to activities offered, to student eligibility (Issell, 1991). This move to identify more closely with OFSAA is reinforced when Mr. Bob Issell (Secretary-Treasurer 1976-1980) states: "during that period, SWOSSA’s philosophy was similar to OFSAA. It was to have the kids compete for competition sake" (Issell, 1991).

One of OFSAA’s primary aims has always been to promote the educational value of school sport (Gibson, 1991). During the Collectivity stage SWOSSA attempted to create an official motto that would incorporate this OFSAA ideal. At the Board of Directors’ meeting in 1969, a motion was put forth which requested that the latin motto "Discimus Certaime" (We Learn Through Competition) be adopted as SWOSSA’s official motto (SWOSSA minutes, June 16, 1969). This motion was later defeated at the 1969 Annual Meeting, as the association decided that they did not need an official motto.
OBJECTIVE TASKS

The Collectivity-Control stage exhibited a major streamlining of the association. The main objective of this era was to provide the association with standardized practices, procedures and structures. With the growth of SWOSSA, there came a need to add and delete some of the activities offered. Wrestling was added to SWOSSA calendar of events for the 1969-70 school year and swimming was an activity that was eliminated from the calendar (SWOSSA minutes, June 16, 1969).

There were a number of objective tasks that transpired during 1970-71. Numerous notices of motion were being forwarded to the secretary’s office with regard to discrepancies in playing regulations, and it was felt by the Board of Directors that these problems must be addressed by a special committee. By the end of the 1971 school year, the Sports Committee meetings resulted in all playing regulations for all SWOSSA sponsored sports being updated and revised (SWOSSA minutes, June 14, 1971) (Refer to Constitution section). The Collectivity-Control stage exhibited a great deal of commitment on the part of these SWOSSA representatives. In the Secretary’s Report of 1971, Mr. T. Emmerson addressed this dedication by the Sports Committee delegates.

I might add here that two of these meetings were held after the worst two snow storms of the year. Some representatives from Windsor walked through the snow in order to be present. Representatives from Essex and Kent Counties spent up to 2 hours on highways clogged with snow to be present. (Secretary’s Report, June 14, 1971:2)

In 1971, SWOSSA was nearing its tenth year and many of the original trophies were in need of repair. By the end of the year, repairs were made to all trophies, as the Board contracted one Windsor company to complete the work, in order to save money. A trophy
distribution procedure was instituted between Nantais Sport Shop and SWOSSA. The
procedure was to be as follows:

1) The secretary is to locate all SWOSSA trophies.

2) Once the trophies have been located, they will be picked up by Nantais and repaired
   and up-dated where necessary.

3) The trophies will then be returned to the proper school.

4) Two weeks prior to the event the trophy will be picked up by Nantais, checked and
delivered to the school of the convenor. The trophy will then be on hand for
presentations. Once the trophy has been presented, Nantais will be notified and will
deliver and install the up-dated plate. (SWOSSA minutes, June 14, 1971).

Ted Emmerson (Secretary) reported to the executive his observations of the state of disrepair
of a number of SWOSSA pennants in various high schools. Through Emmerson’s urging a
motion was put forth which stated,

That the secretary investigate sources for plaques to replace
pennants and that a notice of motion be presented at the annual
meeting to consider replacing the pennants
(SWOSSA minutes, Nov. 21, 1970).

The purchasing of the plaques would help raise interest and enthusiasm in the schools
regarding SWOSSA, and would do the same for visitors to the school. In this sense, the
money spent on the plaques was a worthwhile investment, as it too could be justified as a
form of image marketing and promotion.

The early 1970’s exhibited large amounts of expenditures on trophies and awards, but
Emmerson firmly believed that these initially high costs would, at a later date, save the
association money. This type of thinking was typical of the Collectivity stage: a large initial
expenditure on items and services that would eventually lead to greater savings by the
association. SWOSSA ended its 1970-71 fiscal year with an operating deficit of $460.63, but
the reasons for this operating loss were justified by the fact that it would prevent a greater deficit by the association in the years to come. The association purchased 1000 SWOSSA crests for $769.71, this amount would last for more than 2 years. By purchasing the crests in larger quantities and buying them directly from the manufacturer, the price was reduced by 41 cents per crest. Ted Emmerson’s primary objective was to allow SWOSSA to reach a point of stability and self-efficiency. Knowing and understanding that the association was a non-profit venture, Emmerson took advantage of everything that would allow SWOSSA to prosper. Through negotiations, SWOSSA was able to lower the costs of the pennants by approximately $1.00 and award bars by 5 cents. The association, through Emmerson’s diligence was granted a sales tax exemption on all award purchases by the Province of Ontario (SWOSSA minutes, June 14, 1971). SWOSSA was constantly looking into the future, and by taking a proactive stance towards the environment with a number of innovative actions, they were able to counter many of the foreseeable problems.

One of the main aims of the Collectivity-Control stage was to revamp and refine much of what was considered to be the significant components of the association (Valentine, 1991). The foundation of any voluntary organization is its personnel and their respective responsibilities, along with the goals, purpose and direction that the association takes by way of its official constitution (Rieger, 1990).

A major objective of SWOSSA during this stage was to review and revitalize its present constitution. A constitution committee was created, consisting of the secretary-treasurer, Ted Emmerson of Riverside S.S. (Windsor), George Arnott of Massey S.S. (Windsor), John Staley of St. Annes H.S. (Essex) and Larry Lahey of McGregor S.S. (Kent) (SWOSSA constitution,
1971). These members were requested to put together a study on points in the constitution that could be improved (Knack, June 16, 1970). A discussion of the changes made in the constitution will be referred to in the Constitution, By-laws and Rules section. In the 1973-74 school year SWOSSA adopted the idea of a 5-year plan for all SWOSSA events. The objective of this plan was to hopefully result in a more efficient and orderly organization of activities, which would lead to a more effective system. Mr. C. B. Miller, the SWOSSA President at this stage, wrote in his year end message:

> With budget restrictions creating many problems in all activities, any financial savings without a program cutback will be most welcome.

(SWOSSA minutes, June 17, 1974).

The association was actively trying to overcome many of its financial woes. By creating long term plans, SWOSSA would be better able to identify potential problems that it may encounter in the future.

The sport of basketball has always played a significant role in SWOSSA's history, much of which has to do with its proximity to the United States (Valentine, 1991). The basketball convenors proposed a 3-year play-off plan, which would identify play-off sites for the 3 member associations. A 5-year convenorship plan was developed by a committee which would give each association advance notice of which one would be responsible for the convening duties (Refer to Appendix I) (SWOSSA minutes, June 17, 1974).

SWOSSA was beginning to show signs that it was developing into a stable association. The association was looking into the future to determine ways in which it could continue to be a strong and viable athletic body. In 1972, at a Board of Directors meeting, the following motions were raised as a result of the concern for the well-being of both SWOSSA and its
individual members:

That we instruct our attorney to study and report the pros and cons of incorporation of SWOSSA and the costs thereof.
Green/Moriarty (Carried)

That we investigate the possibility of overall coverage of liability insurance for all SWOSSA events.
McAdam/McPhail (Carried) (SWOSSA minutes, June 12, 1972).

This liability question would play a more significant role when it was pointed out by R.J. Moriarty that the University of Windsor required that any group renting the athletic facilities of the University, carry a minimum of $300,000 liability coverage (SWOSSA minutes, June 12, 1972). These concerns of SWOSSA would continue into the following year, as the lawyer who was engaged to undertake the incorporation/liability study and forward the recommendations to the Board, failed to do so; therefore SWOSSA had to begin this process once again (SWOSSA minutes, Nov. 24, 1973). Two years after the original incorporation/liability proposal was put forth as a motion, it was finally given some direction.

At a 1974 Board of Directors’ meeting, a letter was read from the Paroian law firm which advised the association that the incorporation of SWOSSA was not necessary, but that liability insurance was advisable. The secretary (T. Emmerson) was then instructed to contact all of the Boards of Education in the SWOSSA area to determine the present coverage, and also to ensure that the association would be covered for all activities undertaken by its individual members (SWOSSA minutes, June 17, 1974). Finally in 1975, after much research by Emmerson, an insurance company in Leamington had agreed to provide a 1 million dollar liability insurance policy, for all SWOSSA activities, at all sites, for $170.00 per year (May 1976-May 1977) (SWOSSA secretary’s report, 1977).
ORGANIZATIONAL STRUCTURE AND HIERARCHY

Like many of the regional athletic associations in the province, SWOSSA was showing signs of financial problems. All members realized the impact of such a problem, and through a unanimous decision, a committee was formed in March of 1970, with the sole purpose of investigating the financial structure of SWOSSA. The findings of this committee were then to be presented to the association members by way of notices of motion at the Annual Meeting in June of 1970. This committee was comprised of the secretary-treasurers of each of the 3 member associations (SWOSSA correspondence, March 10, 1970). Results of the committee meetings were not finalized until November of 1970, and it was at this time that the secretary would forward the recommendations to the general assembly. Again, in June of 1975, a Financial Committee was created in a bid to identify and rectify problems that the association was facing (Refer to Conflict and Issues section for a summary of these findings).

In an attempt at organizational stability, SWOSSA was continually trying to pursue a fair and equitable distribution of votes. A motion was presented by E. Bryan, SWOSSA Vice-President, which asked that the number of votes per school be increased from 1 to 3 (SWOSSA minutes, June 16, 1969). At the 1970 SWOSSA Annual Meeting, it was decided to add more voting delegates, with the principal, head of boys’ physical education, head of girls’ physical education, or their designated representatives, permitted to cast ballots. The quorum at a general meeting would then require at least one voting delegate from each of the member schools (SWOSSA minutes, June 15, 1970).
CONSTITUTION AND BY-LAWS

As previously outlined, the formation of the constitution committee in 1970, would formally begin the streamlining of the association. Prior to this, constitutional recommendations were updated on an ad hoc basis, as notices of motion were sent to the secretary-treasurer prior to SWOSSA’s annual meeting (Valentine, 1991). The move to emphasize efficiency and maintenance in the association was furthered when Messrs. Thomas Heenan and David Scott proposed that SWOSSA amend its constitution to enable rules and regulations to be updated yearly on the recommendation of the convenor and the approval of the Board of Reference (SWOSSA minutes, June 15, 1971). This recommendation would put more control in the hands of the individual who was in the best position to recommend change; the convenor. The previous stage (Creativity-Collectivity) saw the creation of a convenor job description, which included the request by the secretary of Annual Convenor Reports outlining recommendations and problem areas.

The 1968-1979 period in SWOSSA’s organizational history exhibited a number of constitutional changes that reinforced the association’s position in the Collectivity-Control stage. Quinn and Cameron, in their Life Cycle model (1983), write of a commonality of rules and procedures by all organizational members. This sense of collectivity was evident in SWOSSA’s attempt to realign the by-laws in the constitution to better suit the association as a whole (SWOSSA), rather than any one of its 3 member associations. In football, a motion was passed which said;

That SWOSSA play-offs between Essex and Kent Counties in football be played under intercollegiate rules.
(SWOSSA minutes, June 11, 1968).
This motion by K. Myers and B. Laroque was instituted because in the year previous, these two associations were playing under two different sets of rules. When it was time for the SWOSSA championship was to take place, each association wanted to play by their respective rules (SWOSSA minutes, June 11, 1968).

In the same year, in the sport of basketball, a motion stating that "a definite method be established for choosing referees for SWOSSA play-offs" was passed (SWOSSA minutes, June 11, 1968). This uniformity and institutionalizing of rules and procedures would eventually lead to the formation of an association which possessed more control, as a requirement of membership would be the compliance of SWOSSA by-laws and rules.

SWOSSA also felt an obligation to conform to the by-laws stated in their parent association's (OFSAA) constitution. One of the stated aims of OFSAA is "to provide leadership on behalf of its member Associations in support of the educational value of school sport" (OFSAA constitution, 1990:1). In order to be successful at any provincial championships, SWOSSA needed to follow the rules and playing regulations that were outlined by OFSAA (Issell, 1991).

The following is a listing of constitutional changes that SWOSSA made during its 12 year Collectivity-Control stage. Each change is written in its original, notice of motion form.

1) That the nomenclature of the track and field classification used for any SWOSSA sponsored meets correspond with the OFSAA nomenclature whatever the latter may be. (SWOSSA minutes, June 11, 1968).

2) That SWOSSA include for the 1969-70 season the girls' Open Mile Relay. Points to be added to the Senior Girls' Team only.
That SWOSSA include for the 1969-70 season the girls' 440 yard dash in all divisions.

That SWOSSA include for the 1969-70 season the girls' javelin in all divisions. (SWOSSA minutes, June 16, 1969).

The changes to the girls' track and field events were made at a time when the number of sponsored activities at the OFSAA level were limited in number. SWOSSA felt that they needed to increase their associations girls' activities in order for the females to have greater opportunities to participate (Parkinson, 1991). A Women's Committee report in 1969, prepared by Miss Marilyn Parkinson, who was SWOSSA's Women's Committee representative to OFSAA, reported to the Board of Directors:

> That due to certain areas in the province where girls' sports do not receive a great amount of emphasis, the number of girls' competitions in OFSAA would not be increased. However, the possibility of increase is being reviewed from time to time. (SWOSSA minutes, June 16, 1969).

SWOSSA was one of the associations in Ontario who strongly believed in the promotion of girls' sport, and any means of increasing participation rates and the number of events offered by the association would be utilized (Parkinson, 1991).

3) That the SWOSSA constitution be amended to agree with the eligibility section of the OFSAA constitution as regards to age and tenure of students. (SWOSSA minutes, Nov. 22, 1969).

OFSSA's constitution stated that student-athletes must be under 20 years of age, and no more than 7 years in school (OFSSA constitution, 1969). The motion put forth by SWOSSA was later defeated at a June 15, 1970 Annual Meeting, as it lacked the two-thirds majority vote needed, in order for it to be passed (SWOSSA minutes, June 15, 1970). The Windsor Secondary Schools Association opposed the motion, "because it felt a student should compete
for no more than six years and had already passed such a motion" (Knack, June 17, 1970).

4) That the SWOSSA constitution agree with OFSAA as regards to "A" and "AA" classifications.
   (SWOSSA minutes, Nov. 22, 1969).

Prior to this amendment, the original 1962 SWOSSA constitution included 3 classifications of schools for competition: "AA", "A", and "B". The above motion changed SWOSSA's classification system, in that there were now 2 classifications of schools in the region, with the exception of those noted in certain playing regulations. The 1971 constitution defines the new classifications as follows:

   "AA" Schools that have a total enrolment of seven hundred & fifty one (751) or over enrolment at September 30th of the school year prior to the year of competition.

   "A" Schools that have a total enrolment of seven hundred and fifty or less on September 30th of the school year prior to the year of competition.
   (SWOSSA constitution, 1971:13).

A clause is present in the constitution which states that "the above regulations will automatically change if and when OFSAA regulations change" (SWOSSA constitution, 1971/74:13), thus signifying the control of OFSAA on SWOSSA.

A number of revisions were made to the constitution regarding the sport of track and field. These revisions were made in order to conform to the present OFSAA events:

5) That a Junior Boys' 3000 metre be added to the SWOSSA meet, thus changing the Open Boys' 3000 metre run to Senior Boys' 3000 metre run.

That a 1500 metre steeplechase (Open) be added (replacing the 3000 metre steeplechase).

That a 400 metre (Intermediate) Hurdles (Open) be added officially.
   (SWOSSA minutes, Nov. 25, 1972).
6) That SWOSSA introduce the metric system for its track and field meet in 1970 on a 1 year trial basis. (SWOSSA minutes, June 16, 1969).

This change to the metric system would later become a permanent change in SWOSSA's constitution. This same year, OFSAA made the decision to switch to metric on the urging of the Canadian Track and Field Association (CTFA). The move to the new measurement system made Ontario the fourth province to include this system in its high school athletic program (Nelson, June 17, 1969).

In order to comply with the present OFSAA structure, the following changes were made to the SWOSSA boys' basketball play-off structure.

"A" Play-offs
That the SWOSSA champion be declared by a sudden death play-off on a neutral court in the home association of the convenor. This champion shall be the "A" representative to OFSAA.

"AA" Play-offs
The champion team from the home association of the convenor shall have a bye into the finals. Champions from the 2 other associations shall meet in a sudden-death game in the home area of the next "AA" convenor. The winner of the game shall meet the champion from the Association of the convenor in a sudden-death game on a neutral floor in the association of the convenor. The winner shall be the SWOSSA representative to OFSAA.

"AAA" Play-offs
The WSSA champion shall be our representative to OFSAA, providing no other school declares as "AAA" prior to January 1 of the present season. If other schools do declare, a Board of Reference shall decide the site and structure of the play-off.

Any school may, with association approval (SWOSSA) elect to compete in a higher category provided that it notifies its association in writing before January 1 of the year concerned. Such a school shall be ineligible for the lower category for that year.

The overall SWOSSA champion shall be declared by a play-off between the "AAA" representative and the "AA" representative. The "A" representative has the right to challenge the "AA" representative for the right to meet the "AAA" representative, prior to the championship game (SWOSSA minutes, Nov. 25, 1972).
During the Collectivity-Control stage, there were several constitutional changes made that benefitted individual member schools financially. One-third of the gate receipts of the SWOSSA championship basketball game was to be given to the winning team to help defray expenses at the OFSAA tournament (SWOSSA minutes, June 11, 1968). The association noted that the decision of 1968 to collect gate receipts for basketball was successful, therefore in 1972 expanded this process to include all SWOSSA sports in which the facilities used, allowed for entrance control. A gate fee was established for all SWOSSA activities, and this fee was determined by the convenor. The guidelines given to the convenors stated that each individual must take into consideration such factors as the type of sport being played and its probable attendance, and the local conditions, when determining the gate fee (SWOSSA minutes, June 12, 1972). In order for SWOSSA to place more of the responsibility on its member schools, M. Parkinson created a motion that would lessen the financial burden that had been placed on SWOSSA in the past.

That in any SWOSSA activity that requires paid officials, and of such activity sustains an operating loss, then participating schools shall share this loss on a pro-rata basis. (SWOSSA minutes, June 11, 1973).

The onus was now on the convenor and the participating schools to make the event a success. The onset of financial difficulties during the later years of this stage forced SWOSSA to pursue a motion stating that SWOSSA would retain 100% of all spectator admission, and that upon request, 25% of the net profit would be given to the team continuing in the OFSAA competition (SWOSSA minutes, June 13, 1977).
CONTROL AND RULES

During this second life cycle stage, the SWOSSA Board of Reference made a number of significant rulings. In 1969 a protest was presented to the Board regarding a number of General Amherst High School soccer players. It was felt by some coaches in the region that these players had received payment from an outside team, and were therefore ineligible to compete in school competition (SWOSSA minutes, June 16, 1969). The SWOSSA constitution states under its eligibility section:

Professional Players - Any student who participates in an organized practice or game, at which, or from which he receives remuneration, shall be ineligible for secondary school competition in that sport for one year from the date of such participation (SWOSSA constitution, 1962:6).

The ruling by the Board stressed that these student-athletes did not receive any payment and were therefore eligible to compete in the SWOSSA sponsored games (Techko, 1991).

The second Board ruling occurred in 1973, when a presentation was made by Mrs. E. Austin, on behalf of De Pencourt E.S., a French language school in Kent County, with an enrolment of less than 100 students. The proposal summoned SWOSSA to allow the Pencourt students to combine with Tecumseh S.S. students for team sports. After a lengthy discussion by the Board, it was decided not to allow such a move. The reason cited was: "that we would be setting a dangerous precedent by allowing such a venture", as other schools may also try to combine their teams (SWOSSA minutes, June 11, 1973:5).

SWOSSA showed its flexibility with regard to the player eligibility clause in the constitution in 1978. The Ontario Amateur Basketball Association selected a female athlete from Assumption High School in Windsor to represent Ontario in the 1979 Canada Games.
The athlete was concerned that her involvement in the program would jeopardize her eligibility in SWOSSA competition, as the rules state that no player may play on an outside team during the school season (Correspondence from the Ontario Basketball Association to B. Issell, Nov. 9, 1978). This by-law was later reversed to allow the Windsor athlete to compete for Ontario for 1 year (SWOSSA minutes, Nov. 18, 1978).

PERSONAL

SIGNIFICANT INDIVIDUALS AND GROUPS


During this entire stage, Miss Marilyn Parkinson of Walkerville C.I. was SWOSSA’s representative to the OFSAA Women’s Committee. Miss Parkinson also was a member of SWOSSA’s Board of Reference and the OFSAA Legislative Council during these years (Parkinson, 1991). Parkinson’s role was an important one in that she dedicated herself to the promotion of girls’ athletics in the south-western Ontario region over these years (Issell, 1991).
Tony Techko was the Secretary-Treasurer of the association for the first year of the Collectivity-Control stage (1968-69), until he resigned, after being named vice-principal of Herman Collegiate. The secretary duties were then given to Mr. Ted Emmerson of Riverside S.S. in Windsor (Nelson, June 17, 1969). As secretary-treasurer, T. Emmerson gave to SWOSSA a dedication and commitment than was encouraging to all involved. In Eric Bryan's (President 1970-71) final message to the SWOSSA members, he stated:

As outgoing president, I would be remiss if I did not express my deepest thanks to Ted Emmerson, our Secretary-Treasurer. He has implemented many procedures which will streamline the business of SWOSSA in the years to come. His hard work has made my job very simple. Thanks Ted! (SWOSSA minutes, June 14, 1971:2).

William Green (President 1972-73) in his address writes, "To Ted, the most important cog in the SWOSSA wheel, we offer a very special vote of appreciation" (SWOSSA minutes, June 11, 1973:3). T. Emmerson continued his hard work as he continued on as secretary-treasurer until June of 1976, when Mr. Bob Issell (1976-1980) assumed the duties for the remainder of the Collectivity-Control stage.

Issell (from Windsor) expressed interest to the Board of Directors that he was interested in the secretary’s position and the application process began. There were 4 applicants for the position; 2 from Windsor and 1 from Essex and Kent Counties. At the time of the appointment, the list was shortened to the 2 Windsor applicants, as it was perhaps felt that WSSA was the stronger association at the time, and that SWOSSA wanted to keep the leadership in Windsor (Issell, 1991).
CONFLICTS AND ISSUES

The Collectivity-Control stage featured a number of issues and conflicts. Early in September of 1969, the girls' basketball and volleyball convenors, in addition to all the girls' physical education heads from Essex, Kent and Windsor, met to try to resolve a number of scheduling difficulties that had recently transpired. Marilyn Parkinson chaired this meeting that took place on September 16, 1969. The primary purpose of this forum was to discuss motions passed at the June 16, 1969 Annual Meeting, which ruled that girls' basketball play-offs were to be in early December, and that girls' volleyball play-offs would be in the spring. On the request of SWOSSA President, William Green, each association appointed a representative to present its opinions on the motion. The three association representatives were Gerri McFadden of Kent, who spoke in favour of the motion, Pat Beach represented Essex and spoke against the motion, and finally Marilyn Parkinson of Windsor who was also against the motion. After some discussion, both pro and con, the President called for a 'straw' vote, one vote per school, to find the overall consensus of the members towards the idea of reversing the seasons. The results of the vote were, 20 opposed versus 5 in favour. As a result of the vote, it was felt that a Directors' meeting was necessary to discuss the ensuing problem, and to determine if the motion previously passed should stand (SWOSSA minutes, Sept. 16, 1969). The motion was finally retracted, and girls' volleyball and basketball continued to be played in their original season. Appendix J features a listing of SWOSSA sponsored activities for the years 1971 and 1974, these two years represent the
periods that new constitutions were made during the Collectivity-Control stage. The chart in
Appendix J shows that in 1971, the girls' volleyball and basketball were in their original
season, and in 1974 they were eventually reversed.

Financial problems continued to plague the association during this life cycle stage. At a
Board of Directors' meeting in 1970, the secretary-treasurer, T. Emmerson, made the
following observations and recommendations, in the hopes that SWOSSA would soon
overcome its present problems:

1) OFSAA fees have been increased from 2 cents to 3 cents per student. This
increase when applied to the SWOSSA schools, resulted in an increase of $330.00 for
the 1969-70 school year.

2) The secretary found a new distributor of pennants and award bars which resulted in
the following savings:

<table>
<thead>
<tr>
<th></th>
<th>Old Price</th>
<th>New Price</th>
<th>Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennants</td>
<td>$6.17</td>
<td>$5.29</td>
<td>$.88</td>
</tr>
<tr>
<td>Award Bars</td>
<td>$2.26</td>
<td>$2.21</td>
<td>$.05</td>
</tr>
</tbody>
</table>

The expected annual savings on these awards is $58.00 (SWOSSA minutes, Nov. 21,
1970).

In the Treasurer's Report of 1970-71, the financial statement showed that SWOSSA
ended its fiscal year with an operating deficit of 460.63. There were a number of reasons for
this deficit, and Emmerson cited each in his Annual Report to the SWOSSA members.

1) During 1970-71 the total cost to hold Sport Committee meetings totalled $247.10
(mileage = $104.00 & meals = 143.10). The committee meetings resulted in all
playing regulations being updated and revised. This expense would not occur for
another 3 years, when the committee would convene again to revise the activities.

2) The increase of OFSAA fees by 1 cent per student added $290.00 to the SWOSSA deficit. This increase had yet to be passed on to the individual SWOSSA schools.

3) The SWOSSA track and field meet of the 1969-70 season incurred a number of unusual expenses. The cost of policing the event was $135.00, meet officials cost $29.00 and payment for the cleanup of the track at the end of the day was $25.00, for a total expense of $189.00. Emmerson stated that this expense would not happen again, as volunteers would be used in the future.

4) A donation to the Pete Beach appreciation fund of $100.00 (Beach was OFSAA Executive Director until March of 1971 when he retired).

5) The purchase of 1000 SWOSSA crests for a total expenditure of $769.76. This crest purchase would last the association approximately 2 years, and by purchasing the crests in such large quantities, and buying directly from the manufacturer, the price of the crest was reduced substantially.

Ted Emmerson realized that a deficit of this size had to be controlled early, by identifying the causes (SWOSSA minutes, June 14, 1971).

During the 1972-73 school year, SWOSSA’s income exceeded its expenditures by a margin of $214.85. Emmerson wrote; “this may appear that we are just holding our heads above water. This is not the case” (SWOSSA Treasurers Report, 1973:1). The association’s bunk balance was beginning to decline as more and more funds were being appropriated to cover their increased operating expenses (Refer to Figure 15, SWOSSA Closing Account Balances, 1968-79). Officials’ fees were rising steadily, along with the aforementioned fact
that 2 years previous, OFSAA increased their membership fees. The OFSAA increase had never been passed on to the SWOSSA member schools. Because SWOSSA did not want to be in the vulnerable position of operating at a fiscal loss, membership fees were increased by 2 cents per student, which would make the new fee 14 cents per student. This increase was issued on the recommendation of the secretary-treasurer, after he pointed out that the existing fee had not been raised since 1966 (SWOSSA minutes, June 11, 1973).

In his report to the General Assembly, Secretary Emmerson noted that the above recommendation was made in the best interest of the association if it is to continue to provide strong leadership in the area of high school athletics.

The only other alternative is to reduce our costs. I have reviewed our present spending and cannot see any further methods of cost cutting. (SWOSSA Treasurers Report, 1973:3).

Emmerson was concerned about maintaining the association’s past success, and noted that in addition to the problems outlined above, there were a few activities that in the past had made money, but for the 1972-73 season, did not fare as well as expected. The year was still considered successful by Emmerson who wrote:

Since our (SWOSSA) whole purpose is to provide a well run athletic program and not necessarily make money, I believe that we can say that SWOSSA experienced another very successful year (SWOSSA Treasurers Report, 1973:3).

In June of 1975, SWOSSA raised their fees in an attempt to offset the escalating costs that the association was facing. The 1974-75 school year produced an operating deficit of $571.67, despite a profit of $608.42 which was obtained from the 1973-74 OFSAA hockey tournament. It was therefore determined that a method had to be devised to cover this loss. The last time that a fee increase was instituted by SWOSSA to the member associations, was

A motion to increase fees from 14 cents to 16 cents was carried at the Annual Meeting, which also included a clause stating that this fee may be increased another 2 cents if OFSAA increases its fees to the member associations (Knack, June 17, 1975). Membership fee increases continued in the Collectivity-Control stage. A motion by B. Issell and M. Parkinson at the 1979 Annual Meeting saw to it that fees would be raised to 22 cents per student for that year (SWOSSA minutes, June 18, 1979). An example of the cutbacks and conservatism that was predominant in much of the latter years of this stage was shown when the Kent County Board of Education reduced their budget by $8200.00. The Kent schools in turn had to eliminate some of their sports; included in this list were both Junior and Senior football, golf, tennis and curling (Knack, June 17, 1975).

Another step that was taken to ratify SWOSSA’s financial dilemma was the formation of another Financial Committee (1975) to study ways and means of reducing the costs incurred by the association, without increasing revenues. This committee was comprised of members from each association, in addition to the SWOSSA secretary-treasurer. The members included, Messrs. Glendinning (Kent), Wilson (Essex), Jenkins (Windsor), and Emmerson (secretary-treasurer) (SWOSSA minutes, June 16, 1975). The results of Executive Finance Committee meeting were presented to the SWOSSA Board of Directors by the President (Wilson) on November 22, 1975. Wilson reported that after studying a 13 year financial flow chart, and looking at SWOSSA’s present operational procedure, the consensus was that the association’s present policies and operations are “most satisfactory, and should be continued” (SWOSSA minutes, Nov. 22, 1975).
FIGURE 15

SWOSSA CLOSING ACCOUNT BALANCES
1968-1979: COLLECTIVITY-CONTROL

SCHOOL YEAR

ACCOUNT BALANCE

AS OF APRIL 30 OF THE SCHOOL YEAR
Mr. Andy Gibson of OFSAA echoed Emmerson’s sentiments when he addressed what he considered to be the role of a voluntary athletic association. Gibson noted that when a regional association operates at too great a profit, many potential problems may arise. These problems include: deciding who should receive what money, and the fact that the increased revenue invites a greater number of lawsuits towards the association (Gibson, 1991).

Figure 15 depicts SWOSSA’s Closing Account Balance for the duration of the Collectivity-Control stage (1968-79). This figure shows the years 1975-77 (inclusive) as having the lowest closing account balances since the association was formed. Reasons for this precarious position are as follows:

1. In 1975-76 the secretary’s honorarium increased $300.00
2. Over these years there was an increase in OFSAA membership fees (i.e. in 1975 this increase was $631.00).
3. Lack of gate receipts to offset expenditures.

In fact, in 1976 (account balance of $142.11) the 2 major spectator sports of football and basketball, only had a combined income of $213.26. The following year all convenors were asked by the secretary-treasurer, to fiercely promote all SWOSSA events. The results proved overwhelming, as 1977-78 produced an income of $2008.06 from the 2 sports (SWOSSA treasurers report, June 1978). This added revenue placed SWOSSA in a comfortable financial situation for the years to follow. Figure 16 (Treasurer’s Report/Income and Expenditures: A Comparison of Two School Years) represents a comparison of SWOSSA finances for the years 1976-77 and 1977-78, to identify the areas of revenue and expenditures.

Again, in 1973, finances were an important issue, this time leading to an eventual conflict. A formal protest was forwarded to the SWOSSA office with regard to a girls’ playoff volleyball game by Wallaceburg D.H.S. Student-athletes and their coaches refused to
TREASURER'S REPORT/INCOME & EXPENDITURES
A COMPARISON OF TWO SCHOOL YEARS

M/F, BB, S/CR, FB, HOC, VB - INCOME & OTHERS - EXPENDITURES
FISC1-START OF FISCAL YR MAY 1/FISC2-END OF FISCAL YR APR 30

FIGURE 16
show up in Wallaceburg (Kent County) for a semi-final game between Senior teams from Sandwhich S.S. (Amherstburg) and Assumption H.S. (Windsor), and Junior teams from Massey H.S. (Windsor) and General Amherst (Essex). The Windsor and Essex County schools notified Wallaceburg of their decision 2 days before the games were to take place. The 2 associations failed to send a team to Wallaceburg, as they felt that the trip was an expense they could not justify. The Windsor and Essex teams instead played the games at a location closer to their counties, and in doing so, broke a long-standing rule in the SWOSSA constitution (Windsor Star, Nov. 8, 1973).

The SWOSSA constitution states that the location of both the semi-final and championship game goes to a different County each year (SWOSSA constitution, 1971). In 1972, Wallaceburg teams were sent to Windsor on two different occasions, and did so because the constitution dictated such an action. Mr. W. Green, who was the principal of Wallaceburg D.H.S., did not agree with the constitution but he still abided by it. In fact he questioned the logic of it, when he asked:

Why should the school send their teams 50 miles to play a game when they could do just as well by driving only 10 miles. (Windsor Star, Nov. 8, 1973).

The legitimacy of the games were never argued because as Green said; "only the kids would be hurt" (Windsor Star, Nov. 8, 1973), but a formal protest was lodged because a constitutional ruling had been broken. The protest was forwarded in principle, as Green merely wanted it to be noted in the official SWOSSA minutes.

OFSAA first introduced their provincial championships for girls' basketball and volleyball in the 1975-76 school year. Because of this addition, SWOSSA had to develop a method of
determining which team would be sent as a representative to these championships. At a
SWOSSA Women’s Committee meeting held in November of 1975, it was decided that for
the upcoming school year (1975-76):

That the winner of the University of Windsor’s Girls’
Invitational Basketball Tournament will be our representative. If
the winner does not wish to go, then the runner-up will be given
the opportunity to go.

That the SWOSSA volleyball champion will represent our
Association in Volleyball (Vincent Massey H.S.)
(SWOSSA Women’s Committee minutes, Nov 8, 1975).

Problems concerning girls’ basketball and volleyball continued into the 1979 season, as a
notice of motion regarding SWOSSA representation to OFSAA was presented by Mr. Bud
Day and Miss Nancy DuChene, convenors for "AA" and "A" girls’ basketball respectively
(Refer to Appendix K for reasons cited). The motion presented by the 2 convenors was as
follows;

Whereas the members of SWOSSA may defeat the motion to
switch the seasons of Girls’ Basketball and Volleyball, and

Whereas the KENT COUNTY SECONDARY SCHOOL
ATHLETIC ASSOCIATION is seriously considering switching
the seasons of Girls’ Basketball and Volleyball, beginning with
the 1979-80 school year, and

Whereas SWOSSA in keeping with its image, should send its
strongest current (i.e. school year corresponding to OFSAA)
champion in the quest of an OFSAA crown.

Day and DuChene noted that if the motion to switch seasons was defeated, then they would
request that the Kent "AA" and "A" champions (declared for basketball at the end of their fall
season, and for volleyball in early March) be allowed to play the Windsor-Essex champion
for the right to represent SWOSSA at OFSAA (SWOSSA Notice of Motion, June 1979). The
2 convenors felt that in the past, SWOSSA had been denied the opportunity to send their best prepared teams to these OFSAA events, as the 2 associations' seasons were reversed.

Following these motions, a retraction from B. Day was sent to all coaches of SWOSSA girls' basketball and volleyball, indicating that the remarks made in the above stated notice of motion was erroneously presented. The motions were quickly withdrawn by the mover and re-written as follows:

It is KCSSA's wish to switch the seasons of Girls' Basketball and Volleyball beginning with the school year 1979-80. Although we would like the Essex and Windsor Associations in SWOSSA to change also for unanimity, we would only ask that KCSSA champions be allowed to play-off with the winner of the Essex-Windsor Championship for the right to represent SWOSSA in OFSAA (Correspondence from B. Day to SWOSSA Executive, 1979).

The switch in seasons of Girls' basketball from winter to fall and volleyball from fall to winter, was made to comply with the OFSAA season. This switch would begin in the 1980-81 school year (SWOSSA minutes, June 16, 1980).

Beginning in 1978, a conflict arose involving the eligibility of a student-athlete. This issue was of significance, as it later led to the incorporation of SWOSSA.

Dave Binder, a student at Assumption High School in Windsor, and a member of the school's track team, took legal action against SWOSSA, as he was ruled ineligible to compete in track. Binder, was a legal minor, who prior to 1978, had not attended Assumption. He did not reside in the City of Windsor, but instead used his father's Windsor business address for the school's registration records (correspondence from C. McCaffery to S. Blackshaw, Sept.
The SWOSSA constitution strictly stated that in order to participate in a SWOSSA sponsored activity, a student-athlete must be living in the area where he/she is competing (Issell, 1991):

A student must not have transferred from one school to another without a corresponding change in residence of the parent or legal guardian unless such a change is local and approved by the Board of Education; otherwise ineligibility will continue for a one year period following the date of the transfer (SWOSSA constitution, 1974:9).

SWOSSA ruled Binder ineligible for 1 year and this was a decision that was upheld by the courts (Issell, 1991). A great deal of cost and time was expended on this eligibility issue. The law firm representing SWOSSA, Gignac and Sutts, spent in excess of 35 hours in the prosecution of this case, which cost the association over $1000.00 (Correspondence from H. Strosberg (Gignac & Sutts) to B. Issell, Sept. 26, 1979).

STRATEGIES

Recommended Changes, Restructure & Realignment

The Collectivity-Control stage exhibited many new initiatives on the part of the SWOSSA executive, these were done in order to advance the association towards a stable structure. Recommendations were presented, and changes were made regarding convenors and their responsibilities. Another initiative was the addition of one more director position on the Executive Board. This realignment of the association’s structure would enable it to further expand its liaison with the south western Ontario community.
Throughout SWOSSA's life cycle, the role of the convenor has always been an important one, as it was they who organized and ran the activities. In 1970-71, the SWOSSA secretary-treasurer, realizing the importance of the convenor's role in the successful operation of the association, asked that each of the 3 local member associations adhere to the following requests.

1) That each association provide convenors to SWOSSA as requested. In 1974, this matter was further clarified when a 5 year convenor schedule was developed.

2) That the convenors provided by the associations are not a coach of the activity involved.

3) That the provided convenor is an individual who wants the job. The convenor's position is one of minimal remuneration, therefore each individual chooses to be a convenor for reasons of commitment and dedication to SWOSSA (Valentine, 1991).

4) That the name of the convenor is forwarded to the SWOSSA secretary-treasurer, prior to the June Annual Meeting (SWOSSA minutes, Nov. 21, 1970). In an attempt to make the convenor's job easier, it was recommended that handbooks containing instructions and worksheets be prepared by the secretary, and forwarded to all convenors (SWOSSA minutes, June 14, 1971) (Refer to Appendix L for worksheet).

The role of the SWOSSA convenor continued to grow throughout this stage. As written previously, the activity convenor now was requested to charge an admission fee for all SWOSSA events. The 1971 constitution outlines the distribution of these gate receipts, when it states that; "profits after expenses shall be divided as follows": (SWOSSA constitution, 1971:8)
SWOSSA 25%
The remaining amount shall be divided as follows:
Winning team or teams (if going to OFSAA championships) 50%.
Other teams (divided evenly) 50%.
In the event that the winning team does not go on to OFSAA, all remaining
money will be divided equally among the schools involved in the SWOSSA
activity.
Activity Convenors shall submit a financial statement within 2 weeks after the
date of the SWOSSA contest.

The responsibilities given to the convenors continued to increase, as is evident in the
1974 constitution.

Profits after expenses shall be divided as follows:

SWOSSA 25%
The remaining amount shall be divided at the discretion of the President,
Secretary-Treasurer, and the convenor of the activity.
(SWOSSA constitution, 1974:4).

At the Annual Meeting in 1971, Mr. J. Costello was introduced to the assembly as the
new St. Clair College representative to the SWOSSA Board of Directors (SWOSSA minutes,
June 14, 1971). This newly created Board position would allow SWOSSA to liaise with the
college in a similar capacity as it had done with the University of Windsor in the past. This
new addition would soon prove to be beneficial to the association and their activity
convenors. J. Costello (St. Clair Athletic Director) offered SWOSSA the use of the college’s
new athletic facilities for championship events, once the new facilities were completed in
early 1973 (SWOSSA minutes, Nov. 25, 1972). The facilities would allow SWOSSA’s
convenors to have a controlled entrance to the event, and thus charge an admission fee.

In 1979, a committee was formed to look into the possibility of incorporating SWOSSA,
and a consensus of opinion was reached by all the Board of Directors. When certain
members of the Executive were facing a legal suit on an eligibility matter, the need to
incorporate was realized, as it would prevent the Board members from being sued personally (SWOSSA President’s message, May 28, 1980).

FUTURE TRENDS AND ACTION PLAN

One of trends appearing in the Collectivity-Control stage was SWOSSA’s move to align itself more closely with its provincial parent, OFSAA. During this 12 year life cycle stage, there were a number of constitutional changes that were made in order to resemble the by-laws of OFSAA. More responsibility for the implementation of school sport was given to groups other than the SWOSSA executive. Coaches and convenors of all 3 local associations were encouraged to offer ideas and time to the furthering of high school athletics.

The focus on girls’ sport increased during this stage, as more events were added to SWOSSA’s list of sponsored activities (Refer to Appendix M for a listing of events). SWOSSA added to the organizational gains it made during the Creativity-Collectivity stage, as it began to formalize rules and procedures in its constitution, and because the association was now almost 19 years old, a number of procedures and regulations became institutionalized.

A major trend noted in this stage was the ever-present problem of trying to successfully finance the operations. G.B. Jenkins, the SWOSSA President in 1978, believed that the association had to streamline its operations, in order to “dovetail the recent cutbacks by OFSAA, and the proposed cutbacks within the component organization of SWOSSA” (SWOSSA President’s message, May 24, 1978).
A declining high school enrolment throughout the province, added to the loss in revenue to the association. This decline presented another problem to SWOSSA, in that the number of teacher-coaches was slowly being eroded, especially in the Windsor area, and threatened the development of the association (SWOSSA Secretary's report, June 16, 1980). New means would have to be developed if SWOSSA was to continue to operate as it had done in the past.

SWOSSA was now a youthful association which was beginning to realize its purpose and limitations, and in the same instance, the association possessed the added maturity of an organization that was able to control its own destiny. During this period SWOSSA faced a number of adversities (especially financial), but was always able to overcome them.

The years 1968 until 1979 were considered the Collectivity-Control stage for the following reasons:

1. There was an overall streamlining of the association, in that a series of standardized practices and procedures were instituted into the SWOSSA constitution.

2. This formalization of rules were developed by a number of committees; including, (a) a sports committee that reviewed all playing regulations, (b) a constitution committee that revamped the original constitution, and (c) a financial committee which was created with the sole purpose of investigating the SWOSSA financial structure. The findings of the financial committee noted that SWOSSA operating costs would have to be stabilized if the association was to survive. Fee increases to member schools allowed SWOSSA to operate more effectively.
3. The number of votes per school at SWOSSA meetings increased from 1 to 3. The voting delegates were the school principal, boys' physical education head, and the girls' physical education head.

4. A number of changes were made to SWOSSA in order to ensure organizational efficiency and maintenance. These changes included the patterning their sport activities after OFSAA's and the changing of the classification system from "AA", "A" and "B" to "A" and "AA" (to conform with OFSAA).

5. More responsibility was given to activity convenors in an attempt to make SWOSSA more effective and efficient.

The Control stage of Quinn and Cameron's model suggests that organizations in this stage of their life cycle, possess a very stable structure. In the 12 year period in which SWOSSA was in the Collectivity-Control stage, the association was continually striving towards this goal. SWOSSA possessed a stable structure with regard to dedication and commitment by members, and also through the experience it gained over the course of its 17 year history. Financially, SWOSSA was at times unstable. Financial difficulties brought about by declining student enrolments in the region, less financial support given by OFSAA, and increased operating expenses, led to this outcome. It was not until latter part of this stage that SWOSSA's financial situation became sounder; this increase in revenue came from both gate receipts and increases in membership fees, and would continue into the life cycle stage to follow.
CHAPTER VIII

THE ELABORATION OF STRUCTURE STAGE
1980-1990

The Elaboration of Structure stage occurred between the years 1980 and 1990. SWOSSA, as a regional athletic association, exhibited what Quinn and Cameron (1983) would refer to as adaptation and renewal, during these 10 years. When the association was facing financial trouble due to the economy, it was able to adapt to the environment. When the SWOSSA Board of Directors were facing a legal action brought forth by a student-athlete (on an eligibility issue), the association adapted by becoming incorporated, and by creating a transfer policy that was modelled after OFSAA's.

By monitoring the environment, SWOSSA was able to identify trends that would eventually effect them. In the mid 1980's there was a trend toward increasing liability insurance premiums paid by high school association. SWOSSA reacted by dissolving its incorporated status, and ensuring that its Boards of Education would cover members legally and financially, pending an action for damages suit.

During the Elaboration of Structure stage, SWOSSA continually grew in size, influence, and finances. Feeling a need to generate more input and interest on the part of teacher-coaches and convenors, SWOSSA developed a plan (the Douglas Plan), which aimed at decentralizing the association.

PURPOSE AND GOALS

The purpose of SWOSSA throughout the Elaboration of Structure stage continued to be the promotion of high school athletics. Paul Valentine (OFSAA President and past SWOSSA
Director), states that the purpose of SWOSSA cannot be argued. He believes that the goals
SWOSSA has created over its history are far reaching, as they promote many aspects of
citizenship and the value of sport. During this 10 year stage, Valentine stressed that
SWOSSA sport was no longer viewed as an extra-curricular activity as it had been in the
past, instead it has taken on the identity of a co-curricular activity (Valentine, 1991).

Education must be more than a preparation for life; it is a part of life. There are few, if any, activities in the secondary schools
where this truism is more evident than in physical education and in athletic endeavours (Correspondence from W. Willms, May 1,
1984).

The above passage was written by Mr. Walter Willms, Director of Education for the Windsor
Board of Education, stressing the need for worthwhile athletic programs in SWOSSA.

The main goal of SWOSSA during this stage, was to create a better communication
system within the organization. Many believed that if all members within SWOSSA
communicated in a more structured format, SWOSSA would be more effective as a governing
body (Refer to Douglas Plan, figure 17, in Objective Tasks section).

OBJECTIVE TASKS

The early 1980’s brought with it tough economic times and a declining high school
enrolment in south western Ontario. Financially, SWOSSA continued to be a stable
organization. In a year end statement, secretary-treasurer Bob Issell noted with guarded
optimism that:

Financially SWOSSA remains a very stable Association. However, we must continue to watch the purse strings closely
and endeavour to keep all functions economically reasonable (SWOSSA minutes, June 15, 1981:2)
These problems had to be addressed if school sport in the region was to continue to maintain the high standards to which it was accustomed. These sentiments were further reinforced by Paul Valentine, the President of SWOSSA (1981) when he delivered his year end message to the association members:

> The task of this organization in the 1980’s will not be an easy one...The loss of subsequent quality teacher-coaches and the search for volunteer replacements who are not in education, poses a real threat to our basic philosophies. (SWOSSA minutes, June 15, 1981).

Because of these problems, some SWOSSA schools no longer offered some of the sports that they had in the past, as the programs lacked the coaching leadership which was necessary to attract the student athletes (SWOSSA minutes, June 15, 1981).

SWOSSA remained positive, as the association realized that this phase would be short lived. It adapted to the environment by strictly monitoring its position in it. Financially the association was secure, however since the threat of a lawsuit was real and ever present, SWOSSA needed to be guaranteed that it would continue to a viable association.

At the June 1980, Annual Meeting, Bob Issell (secretary-treasurer) outlined to the Board of Directors the events that led to SWOSSA’s decision to incorporate, a decision that generated a positive consensus of opinion in the association. In the latter part of the 1970’s and 1980’s there was a trend evident among high school associations in the province, namely the introduction of lawsuits by students and their parents. School sport was beginning to receive more coverage by the media, and the enticement of athletic scholarships to American colleges was on the minds of many gifted Canadian athletes (Gibson, 1991).
The Dave Binder eligibility incident in 1979 cemented SWOSSA’s stance regarding the incorporation issue, an issue that had been circulating in the association as early as 1972. The official date of SWOSSA’s incorporated status was February 4, 1981 (Correspondence from Ministry of Consumer and Commercial Relations). By incorporating the association, the individual members of the Board of Directors could not be held personally responsible in the case of a lawsuit (Issell, 1991). The incorporation status enabled the association to adapt to an environmental condition over which it had little or no control (i.e. the lawsuits). An incorporated SWOSSA renewed itself into an organization that could shield its Board members from personal and financial liability.

Peter Mudry (SWOSSA President, 1980) in his presidential address to the SWOSSA delegates, pointed out that the role the executive members play in the association, places them in the forefront of SWOSSA, and in turn, the brunt of lawsuits (namely eligibility) are directed towards them. With regard to Binder, Mudry writes:

When certain members of the executive faced a legal suit on an eligibility matter, you would think that there would be a reluctance to serve. This did not happen! (President’s Message, May 28, 1980:1).

The members of the Board of Directors felt a sense of dedication and obligation to their association, as was evident in the suit brought forth by D. Binder of Assumption High School.

The importance of high school sport and the manner in which it is presented, was continually being stressed by both OFSAA and its regional counterparts. In early 1981, OFSAA requested that each of its member associations vote on a number of motions. One of the motions that was carried by the SWOSSA Board of Directors, was the inclusion of an OFSAA “Philosophy for Coaches and Rules of Behaviour” which was placed as an addendum
in the OFSAA constitution (SWOSSA minutes, June 15, 1981). This addition to the OFSAA constitution would soon influence SWOSSA's direction in its life cycle.

A committee consisting of representatives from SWOSSA's 3 associations (Sandy Blackshaw, KCSSA; Bill McAdam, ECSSA; and Gary Douglas, WSSA.) was struck to determine if a similar "Code of Conduct for SWOSSA" was necessary (SWOSSA minutes, Nov. 14, 1981). The committee felt that such a code was advisable, as it would place more responsibility on the member associations, teacher-coaches and the student-athlete. A Code of Conduct/Rules of Behaviour, was similar to that of OFSAA, as it replaced the word "OFSAA" with "SWOSSA" and added a new clause outlining financial responsibility of the member associations. This policy was adopted at the June 16, 1982 Annual Meeting, and the following represents excerpts from it (Refer to Appendix N for the complete listing).

1. The coach bears the responsibility for preparing the athletes in such a way as to leave no doubt whatsoever of precisely what conduct is expected of them when at the championship.

2. The consumption of any alcoholic beverage by competitors at any time during a SWOSSA championship is inconsistent with the goals of education and school sport and is expressly forbidden.

3. The cost resulting from any property damage, occurring at a SWOSSA championship as a result of the misconduct of any individuals associated with that championship, will be forwarded to the appropriate association with that championship, at which point that association will assume full financial responsibility.

4. SWOSSA expects that in matters of discipline or financial responsibility brought upon by the inappropriate behaviour of a student athlete or team during a SWOSSA sponsored event, the appropriate association (i.e. KCSSA, ECSSA, or WSSA) and school involved will mete out whatever disciplinary action they deem proper. (SWOSSA Rules of Behaviour, June 16, 1982).
SWOSSA was entering a stage whereby the process of decentralization was becoming more evident and important to them. Paul Valentine referred to the policy as "an example of an existing co-operative spirit" (SWOSSA minutes, June 15, 1981). The executive wanted all of its constituencies to be made aware of the new policy, in order for them to enforce the procedures. The Board felt that parents and student-athletes should be made aware of the new policy, and in order to ensure this, each SWOSSA convenor received a copy of the Code of Conduct. These guidelines were to be made readily available to every student-athlete and team that qualified for a SWOSSA championship, and would be posted at the event (SWOSSA minutes, Nov. 14, 1981). The theme of shared responsibility again became apparent in 1981, when a trophy presentation plan was developed. Representatives from the 3 associations (Sheila Wright, WSSA; Paul Pitkin, ECSSA; and Len Stacey, KCSSA) designed a plan whereby each convenor was notified prior to the SWOSSA event, as to who would be the SWOSSA representative at the championship trophy presentation. One SWOSSA executive, representing either Kent, Essex or Windsor, would be on hand at the award ceremonies (SWOSSA minutes, Nov. 14, 1981). Prior to this system the presentation was made by the secretary-treasurer or his designate.

Because the role of the SWOSSA convenor was continuing to expand, the Directors felt that an Honorarium Review Committee needed to be established to look into: a) an increase in the convenor honorarium, b) correcting any inequalities, and c) an increase in the honorarium of the secretary-treasurer. Charlie Miller (Second Vice-President) was the Chairman of this committee, which consisted of one representative from each association (SWOSSA minutes, Nov. 21, 1983). The committee approved all of the recommended changes and each is referred to in Table 2 (SWOSSA Convenor Honorariums 1984).
<table>
<thead>
<tr>
<th>SWOSSA ACTIVITY</th>
<th>HONORARIUM RECEIVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADMINTON</td>
<td>$30.00</td>
</tr>
<tr>
<td>BASKETBALL &quot;A&quot;</td>
<td>$15.00</td>
</tr>
<tr>
<td>BASKETBALL &quot;AA&quot;</td>
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</tr>
<tr>
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<tr>
<td>CROSS COUNTRY</td>
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<tr>
<td>FOOTBALL</td>
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<tr>
<td>SOCCER</td>
<td>$20.00</td>
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<td>TENNIS</td>
<td>$20.00</td>
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<td>$30.00</td>
</tr>
<tr>
<td>WRESTLING</td>
<td>$30.00</td>
</tr>
<tr>
<td>SECRETARY-TREASURER</td>
<td>$1600.00</td>
</tr>
</tbody>
</table>

TOTAL = $1870.00

EFFECTIVE SEPTEMBER 1984
In Quinn and Cameron's life cycle model (1983), the early stages (Collectivity Stage) are characterized by an informal communication network. SWOSSA never relied on an informal system, as it was felt that in order to be effective in administrating sport, a structured system had to be followed. This pattern continued into the Elaboration of Structure stage, where it was further tightened and reinforced.

At the June 1983 Annual Meeting, incoming President Gary Douglas (W. D. Lowe, WSSA) stressed the importance of good communication in an association, and noted that a successful organization required the guided input of both its coaches and convenors (SWOSSA minutes, June 13, 1983). As SWOSSA President, Douglas, in trying to establish a goal of improving the associations communication lines, developed what would later become known as the "Douglas Plan" (Figure 17) (SWOSSA minutes, Nov. 21, 1983). The plan was similar to that developed by OFSAA, and incorporated the following into its structure:

1. Modification of the general meeting structure to enable better input by convenors and department heads or other school representatives.

2. Re-establishment of a SWOSSA newsletter during the fall, winter and spring term.

3. Modification of our representation to OFSAA, to allow better lobbying of our interests.

In stressing strong communication, Gary Douglas suggested that the strength of any association "comes from the positive feelings its members have toward it" (SWOSSA minutes, Nov. 21, 1983). Douglas believed that a SWOSSA newsletter would allow "the ideas and concerns of each member association" to be heard by the parent organization (SWOSSA).
Prior to the implementation of the "Douglas Plan", Gary Douglas and B. O'Gorman (W.D. Lowe S.S.) introduced a motion which they entitled "Procedures for Motions to be Made". The motion required that any mover of a motion use an official "Notice of Motion " form, which would indicate: a) the motion, b) the mover, c) the seconder and d) a brief rationale of the reason for the motion. This form was to be received by the secretary-treasurer one month prior to the Board of Directors or Annual Meeting (SWOSSA minutes, Nov. 9, 1982). Douglas and O'Gorman believed that over the years, a number of notices of motion were defeated due to a misunderstanding of their purpose. These motions may have been vague, and therefore information presented was unclear. Douglas writes that often the notices of motion "were constructive, but a lack of opportunity to digest and discuss them led to their defeat" (SWOSSA minutes, Nov. 9, 1982:4). The purpose of this notice was to increase the input from the SWOSSA members with regard to decision making, and would bring decision making to the 'grass roots'. The SWOSSA Board of Directors in an attempt to reinforce this position, wrote that this form of decentralization, "would decrease the perception that SWOSSA decisions are made at the executive level only" (SWOSSA minutes, Nov. 9, 1982:4)

At the November 1980 Board of Directors' meeting, Secretary-Treasurer Bob Issell, announced that he was stepping down from this position after a 5-year-tenure (SWOSSA minutes, November 15, 1980). At this same meeting, the Directors created a search committee comprising the SWOSSA executive, to determine a replacement for the secretary-treasurer. The selection committee chose Mr. Sandy Blackshaw, who was previously the
FIGURE 17

THE DOUGLAS PLAN

MODIFICATION OF THE SWOSSA MEETING FORMAT

OFSSAA
(JUNE 18, 19)

GENERAL MEETING OF SWOSSA
JUNE 14, 1:30 P.M.

LUNCH 12:30 P.M.

WOMEN'S COMMITTEE
- Chaired by women's
OFSSAA representative
- Secretary from the
executive
- discuss all female
and co-ed matters
for consensus
- all convenors and
department heads or
women representatives
JUNE 14 10:30 A.M.

MEN'S COMMITTEE

EXECUTIVE COMMITTEE
- Agenda review
JUNE 14 8:30 A.M.

WSSA SPRING MEETING
ECSSA SPRING MEETING
KCSSA SPRING MEETING

-----------------------------------BEFORE JUNE 14-----------------------------------
Kent County representative on the SWOSSA Board of Directors (SWOSSA minutes, June 15, 1981). It is interesting to note that this decision would mark the first time that a secretary-treasurer was selected from outside of the Windsor (WSSA) region.

FINANCES

During SWOSSA’s Elaboration of Structure stage, the association continued to display signs of growth and stability. Financially, SWOSSA was in the best position that the association had ever enjoyed (Refer to Figure 18, SWOSSA Closing Account Balances: 1980-1990). The year 1982 was SWOSSA’s third most successful year financially (only 1987 and 1990 were more successful). In 1982 SWOSSA’s income exceeded expenditures by $2210.70, which when added to the 1981 year end closing account balance of $3658.11, gave SWOSSA a closing account balance of $5868.81.

Sandy Blackshaw, in an attempt to further strengthen SWOSSA’s financial picture, requested and was later granted permission to deposit the sum of $3000.00 in a Term Deposit account (SWOSSA minutes, Nov. 9, 1982). Because SWOSSA is a voluntary non-profit association, a profit motive is not the a primary goal of the association (Rieger, 1990). Instead of creating a surplus whereby the funds have the potential of being spent inefficiently, it is in the best financial interest of the association to try to invest the funds in order to be drawn upon in a poor financial year (Gibson, 1991).

Blackshaw did just this, and as in 1985 SWOSSA deposited another $2000.00 into a Term Deposit account, for a total of $5000.00, which he later withdrew before the fiscal year was over. The 1985 closing account balance was $2606.94. Had they not cashed the $2000.00, the association would have been in a similar precarious position as it had been in
FIGURE 18

SWOSSA CLOSING ACCOUNT BALANCES
1980 - 1990: ELABORATION OF STRUCTURE

THOUSANDS

SCHOOL YEAR
ACCOUNT BALANCE

AS OF APRIL 30 OF THE SCHOOL YEAR
the middle 1970's. The $2000.00 Term Deposit was used to offset the poor financial showing of 1986. For SWOSSA, 1986 was a year when association income declined considerably, and expenses increased. The year end financial statement shows General Expenses increased by approximately $1000.00 from the previous year, Travel Expenses increased by $1100.00, and expenses incurred by Track and Field increased by $800.00.

SWOSSA convened and hosted the 1987 Regional Championships in Track and Field, an event that met with a $1000.00 deficit (SWOSSA was responsible for covering half of this deficit, as was OFSAA). A membership fee increase in 1988 to 35 cents (from 33 cents) helped SWOSSA to produce a sounder financial picture for the years that followed (SWOSSA Accounting Ledger, 1980-90).

The years 1988 through 1990 in SWOSSA were extremely sound years in the life cycle stage. In an attempt at maintaining this stability, the 1988 Auditor's Report suggested a number of recommendations that would create a more accurate financial assessment of the association. The recommendations would allow the executive to determine precisely where the income was going.

1. All expenses are to be accompanied by dated, numbered, and amounted vouchers.

2. Reasonable expenses given to volunteer workers in organizations do not have to be reported as income, whereas Honoraria must be reported as income when filling an income tax return.

3. Rather than drawing directly from the bank account, cheques should be made payable to the recipient. More than $2000.00 was withdrawn directly from the bank account during the past fiscal year.

4. The treasurer was reminded to have financial records at the meeting to answer any questions regarding the financial statement.
5. Expenses are to be paid to the secretary-treasurer 2 times a year, these times are yet to be determined. (SWOSSA minutes, June 9, 1988).

SITUATIONAL

ORGANIZATIONAL STRUCTURE AND HIERARCHY

As previously written, the years 1985 and 1986 represented a time when SWOSSA had some financial troubles. In order to try to correct the situation, an Economic Review Committee (ERC) was formed, consisting of Bob Issell, Bill McAdam, John Corbett, Len Stacey, Peter Krailo and Sandy Blackshaw. This group met at the beginning of the 1986 school year in order to determine ways in which SWOSSA could reduce their costs (SWOSSA minutes, June 12, 1986). Krailo thought that the only way to solve the association’s problems, was to either raise membership fees or reduce expenditures. The only viable option was to attempt to reduce association expenses, as a fee increase had just occurred at the June 1986 meeting. The results of this meeting are as follows: SWOSSA would continue to pay:

1) Awards
2) Officials, where gate receipts do not cover the cost
3) Convenor Honorariums

SWOSSA decided that it would pay the following from gate receipts first, in order to calculate the true net income of events:

1) Official’s fees
2) Equipment rentals and reasonable repairs
SWOSSA would no longer be responsible for:

1) OFSAA entry fees into any event
2) Equipment Purchases for SWOSSA championships
   (SWOSSA minutes, Sept. 27, 1986).

A new fund-distribution scheme was developed, which distributed 25% of the championship profit to both of the finalists, with the remaining money going to SWOSSA. Upon the ERC presentation to the Board of Directors, three changes or additions were made. SWOSSA would continue to pay for equipment purchases for championship events. Further, a new philosophy regarding gate receipts was introduced.

Activity convenors shall charge an admission fee for all spectator sports (maximum: two dollars ($2.00). Net gate receipt profits (after official fees are paid) are to be divided according to the following formula: (i) two finalists: 70-30 split; home-guest (ii) three finalists: 60-20-20 split; home-guests (SWOSSA constitution, 1990:2).

CONSTITUTION AND BY-LAWS

Athletic eligibility in the high school system was a topic of major focus in the province in 1986. OFSAA created an eligibility rule with the purpose of preventing students from changing schools solely for the purpose of athletics (Gibson 1991). SWOSSA introduced the formation of a SWOSSA Transfer Committee at their Board of Directors meeting in November of 1987. The purpose of the committee was to determine the eligibility of student-athletes from SWOSSA schools to compete at OFSAA (SWOSSA minutes, Nov. 7, 1987). Article 8 of the 1990 SWOSSA constitution, in describing the structure of the Transfer Board states;
The Transfer Board shall consist of three (3) members: the President, the First Vice-President and the Second Vice-President. Should a conflict of interest arise, a member’s place on the Board shall be taken by the Secretary-Treasurer or another member of the Board of Directors chosen by the President (SWOSSA constitution, 1990:8).

Each school requesting that the Transfer Board approve a student for SWOSSA/OFSSA play, had to make such a request on an official SWOSSA Transfer Form (Appendix O). The question of whether SWOSSA should adopt the OFSSA Transfer Policy (Appendix P) continued through to the June 1990 meeting.

This same motion regarding transfers was again introduced in 1988, when it was outlined to the members, that in order for SWOSSA to adopt the provincial policy, all member associations must adopt the OFSSA policy. At the time this motion was presented, only 1 association, KCSSA did not include the OFSSA Policy in its constitution (SWOSSA minutes, June 9, 1988). The motion was again raised at the June 1990 Annual Meeting - this time it received a favourable response (SWOSSA Minutes, June 14, 1990).

Sandy Blackshaw notes that SWOSSA’s increased involvement in the eligibility issue was due to OFSSA’s Transfer Policy. Before OFSSA’s policy was finalized, the SWOSSA policy was more restrictive than OFSSA’s. Therefore, SWOSSA’s Transfer Rule was altered in order for SWOSSA students to compete equally with other students in OFSSA’s Federation (Blackshaw, 1990).

Changes to the constitution continued to be made in order to make SWOSSA a more effective organization. In a motion carried at the June 1988 Board of Directors meeting, SWOSSA replaced the term "Convenor Honorarium" to "Convenor Expenses sans Vouchers" in the constitution, on the recommendation of their auditor (SWOSSA minutes, June 9, 1988).
This practice would benefit both the association and the convenors, as it would reduce some paperwork for the secretary, and the rewording alleviated the responsibility to report the transaction as income for income tax purposes for the convenors.

Included in the 1990 SWOSSA constitution was the creation of a new committee and By-law. Prior to this there were 2 standing committees, the Committee for Girls’ Activities (CGA) and the Committee for Boys’ Activities (CBA), that oversaw the scheduling and administration of activities (SWOSSA minutes, June 14, 1990). The new committee was known as the Committee for Sporting Activities (CSA), and included in its structure, the First Vice-President, and SWOSSA’s representative to the CGA at OFSAA (co-chairs), and the convenors or their representatives of each activity, in each of the 3 member associations. The duties carried out by the CSA were: 1) the development of policy, 2) finalizing the SWOSSA calendar, 3) confirming SWOSSA convenors for the proceeding school year, 4) discussing proposed amendments to the playing regulations and 5) studying problems arising from the conduct of any SWOSSA activity (SWOSSA constitution, 1990:By-Law 1).

CONTROL AND RULES

In 1987, SWOSSA was to host 2 Ontario Championships. Lucien Gava (L’Essor S.S.) was to convene the Girls’ “A” Basketball Championship, and Bud Day (John McGregor S.S.) was the convenor for the Girls’ “AA” Basketball Championship. In order for the tournament to be a success, the 2 convenors had requested that a motion be passed by the SWOSSA Board of Directors, ensuring that the host association be allowed a guaranteed entry into the event. The notice of motion follows:
The host community expects a local entry in the OFSAA tournament to rally support from the citizenry. The host committee has many volunteers, we have worked tirelessly for months to produce a successful tournament - both competitively and financially - and who would suffer financially at the gate, as few fans would support a tournament with no local team to "cheer on" (SWOSSA minutes, Nov. 8, 1987).

The motion presented by Gava and Day failed to be carried by the Board. The following year, 1988, an identical notice of motion was forwarded to SWOSSA by Dan Bondy (Kingsville S.S.) and Paul Pitkin (Leamington D.H.S.). These convenors were facing a situation where they would be hosting an OFSAA event which had no local school competing. For a second time in as many years the motion was denied. (Correspondence from D. Bondy to S. Blackshaw, Jan. 29, 1988).

At the time of researching this thesis (May 1991), the guarantee of a host entry to the organizing committee/convenor of an OFSAA event is still under study by each local association's Sports Advisory Committee. Don Martin (Kent County), the convenor for the 1991-92 OFSAA Girls' "A" Volleyball Championship, will prepare a motion in June 1991, to decide the entry issue (SWOSSA newsletter, Spring 1990-91).

An official reference to the constitution was made in 1985. At the 1985 SWOSSA Junior Boys' "AA" Volleyball Championship between Leamington D.S.S. and Wallaceburg D.H.S., a contest which was won by Leamington, there was a discovery of 2 ineligible players. The 2 boys, from Leamington, forged documents at their school (registration form, attendance card and health card), which lowered their ages by 1 year. It was not until the coach of their team reviewed the student records that the truth was discovered. Mr. G.H. Alles, Principal of Leamington D.H.S., wrote a letter to Sandy Blackshaw stating his concerns.
We realize, as do all the members of the Junior Boys' Volleyball team, that this now places the Junior Boys' "AA" Championship in jeopardy, and await further action which you and the members of the SWOSSA executive feel are appropriate (Correspondence from G.H. Alles to S. Blackshaw, Dec. 5, 1985).

In response to Alles, Bob North (SWOSSA President) directed Mr. G. Alles to the SWOSSA constitution, By-Law 4, Section 4 (e) page 15, which states:

Any contest in which an ineligible contestant participates shall be forfeited (SWOSSA constitution 1985:15).

Therefore Wallaceburg District S.S were declared the 1985 SWOSSA "AA" Junior Boys' Volleyball Champions (Correspondence from B. North to G. Alles, Jan. 6, 1986).

PERSONAL

SIGNIFICANT INDIVIDUALS AND GROUPS


There were 2 secretary-treasurers during this stage (1980-90), they were Bob Issell of Kennedy Collegiate and Sandy Blackshaw of Blenheim District H.S. Issell occupied this position until June of 1981 when he was replaced by Blackshaw who continues his tenure as secretary-treasurer.
The year 1985 was a sad year for many who had been involved with SWOSSA over the years. At the June 1985 Board of Directors meeting, the unfortunate passing of Mr. Ted Emmerson was revealed to the SWOSSA membership. Because of Mr. Emmerson’s dedication to the growth of the association, the Board decided that a fitting memorial would be the Girls’ "AAA" Basketball Trophy, named in his honour (SWOSSA minutes, June 13, 1985).

Another significant individual in SWOSSA, Marilyn Parkinson of Kennedy Collegiate, announced her resignation as the Committee for Girls’ Athletics representative to OFSAA. Miss Parkinson was SWOSSA’s first and only CGA representative, and was succeeded by Sheila Wright of Vincent Massey (SWOSSA minutes, June 14, 1990).

CONFLICT AND ISSUES

When a SWOSSA Member Association hosts an OFSAA event, the host Member Association shall receive 50% of SWOSSA’s profit (SWOSSA constitution, 1985:3).

The above passage demonstrates the importance of hosting an OFSAA championship for a local association. The event is a means of generating revenue, and increasing public awareness of the school, and its region.

In the 1986-87 sport season, the Boys’ "AA" Basketball Championship was awarded to the Central Ontario Secondary Schools Association (COSSA), and not SWOSSA, due to an administrative mistake at the OFSAA offices (Blackshaw, 1990). COSSA was, as early as June 1985, listed as the host association for the 1987 event, according to the OFSAA records (OFSAA minutes, 1985). When OFSAA was preparing for its November 1985 Board
meeting, the Eastern Ontario Secondary Schools Association (EOSSA), was awarded the OFSAA championship on the 3-year calendar, instead of COSSA due to an error. At a later date, EOSSA approached OFSAA, stating that they had no plans of hosting the event; and COSSA, whose event it really was, said nothing to OFSAA. Mr. Paul Pitkin of Leamington (Essex), expressed interest in acting as host, to SWOSSA, who in turn contacted OFSAA.

During the 1985-86 OFSAA event in Kingston, SWOSSA contacted OFSAA in order to confirm their position as host of the 1986-87 games (which was now based on the faulty 3-year calendar). It was not long after SWOSSA’s confirmation to OFSAA, that the COSSA organizing committee contacted OFSAA (stating that they were already in progress planning the 1986-87 event). It was finally decided through an OFSAA Board meeting, that COSSA would be allowed to act as hosts, as it was originally theirs. It was the hope of the OFSAA Board that SWOSSA (Paul Pitkin and his Leamington committee) would consider accepting the 1988 Championship.

Andy Gibson (OFSAA Executive Director) realized the mistake and offered to make amends by travelling to Leamington to explain the situation to the sponsors and organizing committee (Correspondence from A. Gibson to P. Pitkin, April 25, 1986).

The problems continued, as SWOSSA had to decide whether ECSSA or KCSSA would host the 1988 Championship, as both associations were interested. A meeting was held on December 1, 1986 to hear presentations from both Essex and Kent delegations, in order to determine the host of OFSAA.

The intent of this meeting is to mobiligate, initiate a possible compromise of this situation. If a compromise is not possible, then the Board will vote as to who will host this event (SWOSSA minutes, Nov. 15, 1986).
Paul Pitkin of Essex and Larry Lahey of Kent, presented their association's case to the executive. At the end of the presentations, both sides were still unable to arrive at a compromise, therefore the Board of Directors were requested to vote on the matter (SWOSSA Executive Committee minutes, Dec. 1, 1986).

This meeting took place on January 21, 1987, and the final results of the vote indicated that ECSSA would be awarded the 1988 "AA" Basketball Championship. The KCSSA group offered assistance to Paul Pitkin and ECSSA in organizing the event. Due to all the problems, Sandy Blackshaw was requested to look into the possibility of SWOSSA hosting the 1988-89 OFSAA Championship (SWOSSA minutes, Jan. 21, 1987). KCSSA did in fact host this championship, with Ed Myers acting as Committee Chairman for the Kent organizing committee (SWOSSA minutes, June 8, 1989).

**Liability Insurance and the Incorporation of SWOSSA**

Two of the major conflicts of the Elaboration of Structure stage involved liability insurance and the formation of SWOSSA as an incorporated organization. The results of these issues would have far-reaching effects on the association during this stage. On December 21, 1985, Mr. Sandy Blackshaw forwarded a letter to the Ministry of Education, and then Minister, Sean Conway. Blackshaw expressed his concern regarding the recent large increases in liability insurance premiums that athletic associations were having to pay. The secretary-treasurer believed that these increases would have a detrimental effect on school sport programs in the province. The possibility of athletic program cutbacks was posing a real threat, as non-profit high school associations could no longer afford to keep up with the
escalating costs of insurance premiums (Correspondence from S. Blackshaw to S. Conway, April 28, 1986).

As of May 14, 1986, SWOSSA Incorporated was without liability insurance, as the present carrier could no longer provide SWOSSA with the coverage it had received in the past (Correspondence from S. Blackshaw to Member Associations, April 28, 1986).

Some unfortunate trends took place in the area of liability insurance for physical activity programs in 1986. Costs skyrocketed, deductibles went up, and coverage went down. Many organizations could not get insurance (CIRA, April 1988:4).

The fact that SWOSSA was an incorporated body and had incurred a number of lawsuits in the past, had all contributed to the rising premiums (Blackshaw, 1991). SWOSSA was then facing a serious problem. Since the association itself did not carry liability insurance (after May 14, 1986), they were unable to procure Errors and Omissions Insurance for their Board of Directors. SWOSSA’s legal counsel strongly urged this type of coverage, as it would be needed to protect the Directors in the event of a liability situation (Correspondence from S. Blackshaw to W. Willms, Director of Education Windsor, April 30, 1986).

STRATEGIES

Recommended Changes, Restructure and Realignment

Each Board of Education that comprised SWOSSA, had stated that it does, and will continue to, insure its employees as teachers, coaches and convenors (Correspondence from S. Blackshaw to Member Associations, April 28, 1986). In the event that a teacher is convening a SWOSSA activity, their respective Board of Education’s liability insurance is in effect. But
because SWOSSA was an incorporated body, the Board of Directors questioned their Board
of Education as to whether it was possible for the Boards (Education) liability insurance to be
extended towards them, to include Errors and Omissions coverage. The only other viable
solution was that SWOSSA obtain coverage through the OFSAA agent, which would cost
approximately $3000.00 (an increase of $2800.00 from 1985) (Correspondence from S.
Blackshaw to W. Williams, April 30, 1986).

The 3 Boards of Education (Windsor, Essex, and Kent) had differing responses to Sandy
Blackshaw’s requests. The Windsor and Essex Board of Education’s policy covered all
employees under their existing Errors and Omissions Insurance, for all Board approved
activities. Mr. R.A. Durenio, Superintendent of Business for the Windsor Board of Education
stated:

Participation in WSSA and SWOSSA is considered a Board
approved activity. Accordingly, any employee of the Windsor
Board of Education that serves on your Board of Directors is
covered under our Errors and Omissions insurance
(Correspondence from R. Durenio to S. Blackshaw, June 11,
1986).

The position taken by the Kent County Board of Education was quite different than
Windsor’s. Mr. D.B. Hough, the Supervisor of Operations for the Kent Board of Education,
noted that all staff members of the Kent Board of Education participating in SWOSSA Inc.
activities, and named in a lawsuit as a result of that particular activity, do in fact have full
protection, due to the Board’s Comprehensive Liability Insurance Package. However, because
SWOSSA maintained an incorporated status, Board of Director members representing Kent
County would not be covered by Kent’s insurance policy, as Hough writes;
SWOSSA Inc. as an incorporated body can be named in an action for damages suit, and the Board's insurance would not extend to the incorporated body. I would also like to state that at the Management Committee Meeting it was the feeling of the Trustees that due to the nature of the activities that SWOSSA Inc. is involved in, this body should have the protection of a full Comprehensive Liability Insurance Package (Which would include Errors and Omissions coverage (Correspondence from D. Hough to S. Blackshaw, June 13, 1986).

The 4 Board of Directors representing Kent County resigned on June 12, 1986, citing the reason as:

As a SWOSSA Board of Director representing Kent County, I am not covered by liability insurance at any SWOSSA sponsored event in which Kent County athletes compete. If and when the Board of Education is willing to pay for the required liability insurance, I will gladly resume my duties as Board of Director - Kent representative (Correspondence from L. Stacey to S. Blackshaw, June 12, 1986).

The Kent representatives were not out for long, as the Board of Education soon rescinded its position regarding the insurance coverage. SWOSSA felt that it was in their best interest to dissolve the incorporation status, as they were now fully covered by their respective Boards of Education (Blackshaw, 1991). In 1986, only 1 OFSAA association had liability insurance, the other associations, either never possessed any, or had cancelled their policy recently, as they could no longer afford it. Andy Gibson of OFSAA notes that many years ago, high school athletic associations became incorporated bodies in an attempt to protect their Directors in a lawsuit, however Gibson believed that an association's incorporation status could, and often did, produce the opposite effect. Lawsuits increased because the public was more apt to sue a corporation, as they were perceived to be wealthier and more powerful than a association which was not incorporated (Gibson, 1991).
FUTURE TRENDS AND ACTION PLAN

There were a number of trends that appeared in the Elaboration of Structure stage. As previously noted, liability insurance premiums increased, and student-athlete eligibility lawsuits continued to persist in the 1980's (Issell, 1991).

Many of the coaches and convenors in SWOSSA have been members of the association for many years, and therefore no longer wish to coach and convene. In an effort to adapt, and renew themselves, some schools must rely on volunteers from the community to coach. The potential problem that this trend carries with it is twofold: 1) a volunteer-coach may not have the same value system and educational philosophy that the school is attempting to promote, as they are lacking in teacher education training, and 2) with regard to the legal aspect of liability coverage. Paul Valentine writes;

I still am a bit reluctant to bring a volunteer in...especially from the legal aspect, our coaches are covered from the standpoint of the Board (of Education), but what about the volunteers? (Valentine, March 2, 1991).

Valentine points out that many of the schools that do use volunteer-coaches, do so, because these coaches are former students of the school. The coaching enables the alumni the opportunity to give something back to their school, while at the same time, the school benefit, as the sport program is able to continue (Valentine, 1991).

During the Elaboration of Structure stage of development, SWOSSA was able to create an adaptive and renewal system that enabled the association to deal with changes that were occurring in the environment over the stage's 10 years. This adaptation and renewal was primarily due to the decentralization of the organization. SWOSSA was willing to give more responsibility to its coaches and convenors, and in a sense, bring sport back to its 'grass-root' ties.
The years 1980 until 1990, were considered the Elaboration of Structure stage for the following reasons:

1. SWOSSA officially became an incorporated association on February 4, 1981. SWOSSA became incorporated as a means of adapting to the environment, the threat of a lawsuit placed pressure on the Board of Directors to find a way of legally protecting themselves. This is exemplified by a letter written to the SWOSSA executive from their lawyers:

   Might I respectfully suggest that you consider the possibility of incorporating, to avoid the present personal liability that each member of the executive remains exposed to (Correspondence from Gignac and Sutts to SWOSSA, Sept. 26, 1979).

2. The creation of the 'Douglas Plan' was able to provide the association with a number of benefits. The plan increased communication amongst all level within the SWOSSA hierarchy. Communication moved more freely in both directions within the hierarchy with the reinstatement of the SWOSSA Newsletter. The newsletter allowed all SWOSSA members access to pertinent information.

3. In 1983 SWOSSA was finally financially stable enough to purchase a Term Deposit Account. The account, and the interest gained from it, would be used as a contingency fund and drawn upon in times of need. This was one way in which SWOSSA elaborated its structure.

4. In 1986, the Economic Review Committee decided that SWOSSA would no longer receive a portion of the gate receipts from SWOSSA events. The gate would be divided 70:30 (home:guest), and became a means of helping schools increase their revenue. The responsibility was then placed on the coaches and convenors to generate
interest on the part of the students and the rest of the community, in order to make a profit.

5. On May 14, 1986, SWOSSA Inc. no longer possessed liability insurance. Their insurance carrier would no longer provide them with their previous coverage, and they could not afford to pay the premiums required by other companies. In a move to adapt to the situation and renew themselves as an organization, SWOSSA dissolved their incorporation status. The dissolutioning then led to the coverage offered by the 3 Boards of Education.
CHAPTER IX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter briefly discusses the results of this investigation, and presents conclusions based on the results. Finally, a number of recommendations for future studies are outlined.

The purposes of this paper are threefold. The main goal of this research was to qualitatively analyze the South Western Ontario Secondary School Association's (SWOSSA) developmental history, from its inception in 1962 until 1990, in order to create an organizational history. Furthermore, the study attempted to determine whether SWOSSA's organizational history followed the same patterns of growth and development that were outlined by Quinn and Cameron in their Summary Life Cycle model (1983), or whether SWOSSA's life cycle followed a different pattern. The third and final purpose of this thesis was to determine the conditions and reasons that caused SWOSSA to separate from its parent association, the Western Ontario Secondary Schools Association (WOSSA).

Quinn and Cameron (1983) suggest that changes that occur within an organization, follow a predictable pattern that is characterized by developmental stages. These stages are: 1) sequential, 2) occur in a hierarchical progression that is not easily reversed, and 3) involve a wide range of organizational structures and activities (Quinn and Cameron, 1983).

After reviewing 9 models of organizational life cycles, Quinn and Cameron (1983) identified 4 common stages of development among those models. The Summary Life Cycle model therefore represents an integration of 9 different life cycle perspectives. Organizations passing through each life cycle stage are typified by a number of variables or characteristics. The 4 stages outlined by Quinn and Cameron (1983), are as follows:
1) The Creativity and Entrepreneurship Stage
2) The Collectivity Stage
3) The Control stage
4) The Elaboration of Structure Stage

CREATIVITY AND ENTREPRENEURSHIP STAGE

The first stage of the Summary Life Cycle model is entitled the "creativity and entrepreneurship" stage, as it incorporates the creation of an ideology and the formation of an ecological niche. There are many ideas present at this stage, as the organization is busy creating a base in which to build and grow upon.

COLLECTIVITY STAGE

The second stage is labelled the "collectivity" stage. This period exemplifies strong cohesion among organizational members, and emphasis is placed on the internal processes versus the external contingencies. Informal communication and structure are present as a sense of "family" is soon created.

CONTROL STAGE

The third stage entitled "formalization and control" is the stage where policy and procedures become institutionalized and conservatism predominates. There is a stable organizational structure present because both the organization and its members have gained insight and knowledge from the previous two stages. At this stage, the organization is viewed by both its members and constituents as an institutionalized form. Because the organization has been in existence for a time, members place an emphasis on efficiency and maintenance in order for its continued existence.
ELABORATION OF STRUCTURE STAGE

The last of Quinn and Cameron's (1983) stages is the "elaboration of structure" stage. This stage exhibits domain expansion and a renewed adaptability to its environments. The external environment is monitored in order to assess future direction, and adaptation is created in order to acquire a better fit with its environments, both internal and external (Refer to Figure 1, Quinn and Cameron's Summary Life Cycle model for a complete listing of stage characteristics).

One of the goals of this research was to determine the reasons why SWOSSA broke away from WOSSA. Chapter III depicts this by giving an account of the division of WOSSA and the eventual formation of SWOSSA.

In the late 1950's there was a large increase in the number of WOSSA member schools. The region grew to the point where it could no longer effectively administer high school sport. So in 1957, the Central Western Ontario Secondary Schools Association (CWOSSA) was formed. On June 30, 1962, WOSSA once again endured a separation. The South Western Ontario Secondary Schools Association (SWOSSA) was formed in an attempt to, 1) counter rising transportation costs to London and surrounding areas, 2) athletic competition was becoming too predictable (London had dominated WOSSA competition for a number of years, with home court advantage), and 3) WOSSA could no longer properly administer such a large region.

Quinn and Cameron's fourth life cycle stage, the elaboration of structure stage, portrays an organization in this stage of development as one which monitors the external and internal environment. The monitoring by the association is an attempt to renew itself and adapt to
changing conditions. As decentralization of structure occurs, a delicate balance of both
differentiation and integration also takes place.

In the early 1960’s, just prior to the WOSSA/SWOSSA separation, WOSSA was an
organization in the elaboration of structure stage. WOSSA organizational members from the
Windsor District (WSSA-District 1), began talking of a separation. WSSA soon voted
unanimously to sever its WOSSA ties. By monitoring the environment, WSSA quickly
realized that if high school sport in south western Ontario was to continue to develop, the
move to decentralize WOSSA was inevitable. Differentiation occurred because of the
separation, and integration was the result of a decision handed down by WOSSA, which
stated that WSSA would not be permitted to become an independent association unless it
brought under its leadership, a number of other WOSSA districts (these districts being Essex
and Kent County). SWOSSA was requested to include 35 of the 84 WOSSA schools in its
membership, if it wished to become a new association - which it later did.

THE SWOSSA LIFE CYCLE MODEL

After analyzing SWOSSA’s organizational records for the years 1962 until 1990, and
implementing Semi-Directed Focussed Interviews (SDFI’s) of organizational members, an
organizational history was created. Each stage identified was analyzed according to the
variables outlined in the Operational Paradigm (Refer to figure 2), and as such allowed for a
complete analysis of the association.
Through the findings, it was determined that SWOSSA’s organizational life cycle is comprised of 3 evolutionary stages.

2) The Collectivity-Control Stage, 1968-1979

SWOSSA’s 3 life cycle stages differ from those proposed by Quinn and Cameron, in that the first two stages (1962-1967 and 1968-1979) incorporate 2 of Quinn and Cameron’s stages into 1 SWOSSA life cycle stage. A new evolutionary (Stage) form was developed in this investigation. Instead of adhering to the Quinn and Cameron model which defines 4 distinct stages, the SWOSSA model exhibited 3 stages, 2 of which were transitional in nature.

The first stage in the SWOSSA life cycle model was the Creativity-Collectivity stage. This was a 6 year period that occurred between the years 1962 until 1967. This initial stage is a culmination of 2 stages, and therefore cannot be described strictly as being in the "Creativity" or "Collectivity" stage. This era was characterized by innovation and creativity, and at the same time there was a strong sense of mission and commitment among organizational members. Because SWOSSA was borne out of an already existing association (WOSSA), it was able to build a strong base in which to develop. Many members of the inaugural SWOSSA executive committee, were familiar with the administration and programming of high school athletics, as they had been exposed to the procedures and guidelines instituted by their parent association (WOSSA).
Quinn and Cameron note that the initial success of an organization is dependant upon its flexibility, resource acquisition, and the development of external support for its goals. SWOSSA was able to make a relatively smooth transition from Creativity to Collectivity, as they had the strong leadership of the Windsor Secondary Schools Association guiding them. As previously written, it was WSSA who instigated the WOSSA break, and it was WSSA who was appointed to the leadership role, and finally it was WSSA who willingly accepted the responsibilities of leadership (Moir, 1991).

At the time of the separation in 1962, WOSSA had existed for more than 40 years, and was a financially and structurally sound association. According to An Organizational History of the Windsor Secondary Schools Association, written by Gary Howell (1979), WSSA was in the Stable stage (which is similar to Quinn and Cameron’s Control stage) of their organizational life cycle. By occupying this stage, it signified that WSSA had, at this point in time, developed into a stable organization, and had the ability to lead SWOSSA through their life cycle. SWOSSA was beginning its life cycle with an added maturity. This may have been one of the reasons why SWOSSA’s first stage in its life cycle (Creativity-Collectivity) was a merging of 2 stages.

The one characteristic from the Quinn and Cameron Life Cycle model (1983), that did not correspond with SWOSSA’s Creativity-Collectivity stage was the attribute stating that "little planning and coordination" occurred. Much planning and coordination was involved in SWOSSA's first stage, in fact Gord Moir, SWOSSA’s first secretary-treasurer states that his main duties included "the initial securing of finances, making certain that SWOSSA remain
self-sustaining, the initial organization, the development of an official constitution, and the administration of competition" (Moir, 1991). Planning and coordination was a necessary feature in the early stages of SWOSSA, and continued on in the years that followed (Techko, 1991).

SWOSSA’s second life cycle stage, the Collectivity-Control stage, was again a culmination of 2 of Quinn and Cameron’s (1983) evolutionary stages. This was a 12 year stage that occurred between the years 1968 until 1979. Under the direction of Secretary-Treasurer Ted Emmerson (1968-1976), SWOSSA was continually striving towards attaining a stable structure. There were times when SWOSSA was financially unstable, but this was mainly due to fluctuations in its external environment, such as declining student enrolment, less financial support offered by OFSAA, and increases in the association’s operating expenses.

In order to counter these problems faced by SWOSSA and move closer to the Elaboration of Structure stage, the association members continuously developed ways of making itself a sounder organization.

SWOSSA’s third and final stage to date, the Elaboration of Structure stage, occurred between the years 1980 until 1990. This stage parallels that described by Quinn and Cameron. During this stage, there was a constant monitoring of the external environment. When problems arose, SWOSSA would adapt to the situation and would soon renew itself in an attempt to make the association stronger.
Conclusion

The results formulated by this research support the life cycle model developed by Quinn and Cameron (1983). Instead of 4 separate and distinct life cycle stages, SWOSSA displayed 3 stages, two of which possessed characteristics which could be termed as transitional (Refer to figure 19, A Comparison of the Quinn and Cameron Summary Life Cycle model and the SWOSSA Life Cycle model). In these 2 stages, the Creativity-Collectivity (1962-1967), and the Collectivity-Control stage (1968-1979), there was not one distinct division. Instead 2 stages merged into one, thus suggesting that perhaps the SWOSSA Life Cycle is unique in that it was born of an existing organization, and therefore foundations had already been laid which enabled the infant organization to begin its cycle in a more mature stage. Because the existing organization (WOSSA) was mature with respect to its life cycle (and the fact it was over 40 years old), the infant organization (SWOSSA) had built in fundamentals of each stage, thus allowing it to progress within the first two stages simultaneously (i.e. in parallel time frames). SWOSSA was able to discard structures, practices and procedures which it felt was unnecessary, and include those which it felt would most benefit the association. An example of this was that the original SWOSSA constitution was modelled after the WOSSA constitution. The stated purpose of SWOSSA was an almost verbatim copy of the WOSSA constitution. SWOSSA's listing of sponsored events was different from WOSSA's, in that events selected were representative of the region. SWOSSA was committed to the promotion of female activities from the very beginning, and this was evident in the number of female activities offered.
A COMPARISON OF QUINN & CAMERON'S SUMMARY LIFE CYCLE MODEL AND THE SWOSSA LIFE CYCLE MODEL

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<th>SUMMARY LIFE CYCLE MODEL</th>
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<td>CREATIVITY STAGE</td>
<td>CREATIVITY-COLLECTIVITY STAGE</td>
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<tr>
<td>ELABORATION OF STRUCTURE STAGE</td>
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FIGURE 19
Gary Howell's thesis on the evolution of WSSA notes the importance of "understanding the basis in which comparisons are based" (Howell, 1979:132). The Quinn and Cameron model is a Summary model - it can be viewed as a comprehensive overview of 9 different life cycle models, over a 16 year period. The model acts as a guide in charting organizational evolution. It creates a template in which the SWOSSA Life Cycle model can be based. The SWOSSA model is specific to the organizational history of the South Western Ontario Secondary Schools Association (Refer to figure 20, The SWOSSA Life Cycle model for specific characteristics), whereas the Summary model is a generic model outlining organizational evolution.

In the late 1970's, research undertaken by graduate students in the Faculty of Human Kinetics, University of Windsor (Refer to bibliography for these studies), attempted to identify the stages of growth and development of a provincial high school athletic association (OFSAA), and a local high school athletic association (WSSA).

Webb (1978) studied The Ontario Federation of School Athletic Associations - OFSAA and discovered that Katz and Kahn's 3 stage model was applicable in determining stages of development of a provincial association. Five stages of growth and development were identified by Webb. Howell (1979) when researching the Organizational History of the Windsor Secondary Schools Association (WSSA) noted similar results to Webb. This local athletic association was also seen to display characteristics of a 5 stage model.

The following is a listing of conclusions that were developed through the results of this current study.
1. The organizational life cycle of SWOSSA exhibits 3 evolutionary stages. These stages are similar to those developed by Quinn and Cameron (1983). The stages of growth and development are:

2) The Collectivity-Control Stage, 1968-1979

2. SWOSSA's organizational life cycle includes all 4 of Quinn and Cameron's stages, but the Creativity-Collectivity and Collectivity-Control stages are an incorporation of 2 separate Quinn and Cameron stages.

3. SWOSSA separated from WOSSA in 1962 and created a new regional athletic association for the following reasons:

a) transportation costs were increasing to the point where schools from Windsor, Essex and Kent could no longer afford the trip to London for WOSSA championships.

b) London was dominating many of the sports, therefore competition was becoming predictable and anti-climatic,

c) The WOSSA region was becoming too large to be properly administered.

d) The University of Western Ontario could no longer financially assist WOSSA, therefore a separation by schools in the south western Ontario region (Windsor, Essex and Kent) could be justified.
FIGURE 20

THE SWOSSA LIFE CYCLE MODEL

THE CREATIVITY-COLLECTIVITY STAGE (1962-1967)
- the creation of an official constitution
- an initial infusion of capital ($500.00) to start operations
- "prime mover" SWOSSA, exercised power over local associations
- the creation of Womens Committee
- the creation of a Convenor Committee
- much planning and coordinating in order to prepare for fall of 1962 activities

THE COLLECTIVITY-CONTROL STAGE (1968-1979)
- an overall streamlining of the association (standardized practices and procedures were placed in the constitution)
- these practices and procedures were developed by a number of committees: 1) constitution committee 2) sports committee 3) financial committee
- in an attempt to get more members involved, the number of votes per school at SWOSSA meetings increased from 1 to 3
- moves were made to ensure organizational efficiency and maintenance. SWOSSA began to pattern themselves more after OFSAA

THE ELABORATION OF STRUCTURE STAGE (1980-1990)
- SWOSSA received their incorporated status, as a means of adapting to the environment (the threat of a lawsuit placed pressure on the Board of Directors to legally protect themselves
- the creation of the "Douglas Plan", lead to increased communication and decentralization
- the purchasing of a Term Deposit account
- SWOSSA no longer received a portion of the gate receipts, as it was now divided among the teams involved
- SWOSSA Inc. dissolved their incorporation status, in an effort to adapt to the changing environment
4. SWOSSA, a regional athletic association, passed through 3 stages of growth and development, whereas WSSA (a local athletic association), and OFSAA (a provincial athletic association), evolved through 5 stages during their life cycle.

RECOMMENDATIONS FOR FUTURE STUDIES

1. A similar study involving SWOSSA, should be undertaken and/or this study should be replicated in order to see if the SWOSSA life cycle stages remain the same, or are different when studied by a different researcher.

2. The Quinn Cameron Summary Life Cycle model should be used as the theoretical model when studying other regional high school athletic associations in an effort to see if they follow similar patterns.

3. A study of the evolutionary history of the Ontario Federation of School Athletic Associations (OFSAA), and the Windsor Secondary Schools Association (WSSA) should be conducted using the Quinn and Cameron Summary Life Cycle model, in order to compare the results with this study. These associations were previously studied using Katz and Kahn's (1966) growth and development model.

4. A similar study to this one (involving SWOSSA), should be conducted in the future (10-15 years) to determine where the association exists in the developmental model.
APPENDICES
Name of interviewer__________________________________________________________

Name of interviewee__________________________________________________________

Position_____________________________ School location__________________________

Athletic Association__________________________________________________________

**Initial Statement:** As a graduate student at the University of Windsor, I am interested in the organizational growth and development of SWOSSA.

**Reinforcing Statement:** You are on the Executive Committee of this regional athletic association, and therefore one of the individuals closest to this organization. I would appreciate an opportunity to interview you and record your feelings and observations on this topic.

1. Could you tell me when you began in this organization.

2. Could you please identify the **ultimate goal** (mission) of SWOSSA as you see it a) at present  b) when you began  c) in the future (5 years).

3. Could you comment on conflict (obstacles) which prevent the achievement of this goal.

4. Could you comment on the structure of SWOSSA.
   How has this changed since you have been in your present position.

5. Could you comment on the control (or administration) of SWOSSA.

6. Could you please identify significant individuals or groups involved with SWOSSA, identifying a) their characteristics, b) their roles, c) their behaviour/expectations.

7. Could you comment on the pressures from outside the organization.

8. Could you comment on the pressures from inside the organization.

9. Could you comment on recommended changes (or alternate management techniques) you would like to see in SWOSSA.

10. Could you comment on SWOSSA's relationship to OFSAA and WSSA, KCSSA, ECSSA.

11. The past 2 Executive Secretaries have been from the city (Windsor), do you see a change in the thrust of the organization since a County member obtained the Executive post.
Question 1. *Could you please tell me when you began in this organization?*

I began my position as Secretary Treasurer for SWOSSA at the beginning of the 1981/82 season. Before that I was a member of the Board of Directors on a three year term. When Bob Issel, the previous Secretary Treasurer, resigned/retired, I applied for the position and was later given the job.

Question 2. *Could you please identify the ultimate goal (mission) of SWOSSA as you see it at present, when you began at your post, and finally, in the future?*

The ultimate goal of SWOSSA is to provide high school champions in a variety of sporting activities in order for them to represent SWOSSA at the Provincial Championships (OFSAA).

Changes that have occurred since 1981/82 have included the eligibility rule. Our increased involvement with regard to eligibility has changed due to OFSAA’s transfer policy. Before this, SWOSSA’s policy was more restrictive than OFSAA’s, therefore it changed so SWOSSA’s students could compete equally with other students in OFSAA’s federation.

Currently, there are no boundaries for students in Kent County, before in Windsor, if you lived outside you could not transfer unless you were a resident of the City. Now with the changes in place, a student can move from the County to the City providing there has been a change in the student’s program. All of these changes occurred in the last 4-5 years, and are viewed positively because the rule is the same across the entire province. This same process/structure brings about equal opportunity for all students involved in high school sport.
Another change is in the constitution, and it just has to do with the way in which lines are numbered. There is also a newly formed transfer committee which looks at the eligibility of the students. Playing rules have changed in basketball and track and field, and a lot of this has to do with the influence the United States has on Canadian sport.

Question 3. *Could you comment on conflict (obstacles) which prevent the achievement of this goal.*

There really is not any conflict in the association per se. The inability of securing a convenor has never been a problem, in fact it has never happened. Financially we are pretty sound also, the member schools pay a yearly fee in order to be a member of the association. At one point in our history there was going to be a problem with our finances due to a lawsuit, but the legal fees were offset by OFSAA.

Question: In the case of a lawsuit, who pays?

SWOSSA does not pay directly because all SWOSSA members are teachers, and as such, are covered by liability insurance by the Board of Education, therefore SWOSSA does not have insurance. At one point in time SWOSSA did have insurance but it was much too expensive to continue, and it was felt that we as an association had enough coverage from the Board of Education.

Question 4. *Could you comment on the structure of SWOSSA?*

*How has it changed since you have been in your present position?*

There are three member associations that comprise SWOSSA, these include WSSA, KCSSA, and ECSSA. Each member association has 3 representatives. There is one sports representative to OFSAA, both for boys and girls. Three Principals serve on the Executive Committee, which also includes the past President, a representative from the University of
Windsor and St. Clair College. The entire committee is comprised of 20-21 individuals. Every association has equal representation, and all positions are for a 2 year term, except for the Secretary Treasurer who term is not defined. The responsibility of the President is more than just a passive title; responsibilities include chairing and conducting the meetings. The 1st Vice President is the chairman of the sports convenor meeting. This meeting is used as a time to discuss how the association can be better run. The Principals act as a link between the coaches of the schools and the Board of Education.

Any money that is raised by SWOSSA goes back to the member schools who were involved in the championship. This includes such things as gate receipts, and is distributed to the participating schools according to a previously outlined formula. Question: How significant is this?

It is significant in the sense that it offsets some of the costs of participating in the OFSAA sponsored sport events.

Question 5. Could you comment on the control (administration) of SWOSSA.

The Board of Directors is comprised of members who are elected/volunteered for a three year term. It is made up of teachers from the high school level and coaches from within the association. There are boy and girl representatives in each member association, which do not have to be physical education teachers. The President has a 6 year term in total; 4 in an active voting role and the last two in a non-voting capacity. The individuals from the University of Windsor and St. Clair college act in a liaison role between their institution and the high schools. They are there to promote goodwill and help in obtaining facility use, and as such become an invaluable contact.
Question 6. *Could you please identify the significant individuals or groups involved with SWOSSA.*

There really is no one individual other than Secretary Treasurer (who is the individual identified as "SWOSSA"). Convenors take turns at hosting championships, and even these are rotated every year. In fact, the semi-finals of an event are hosted by the school who is going to host the championship in the following year. In this sense convenorship is shared equally. Success is due to cooperation, and will happen anyway due to the way in which the organization is structured (set up).

The Secretary Treasurers for the County associations are listed as follows: KCSSA: Mark George, WSSA; Lou Pocock, and ECSSA: John Corbett. These individuals carry out the same responsibilities as myself but perhaps on a smaller scale. These individuals do not necessarily sit on the Board of Directors, in fact, John Corbett is the only one of the three who does. This lends itself to a particularly nice situation because he now has a direct link to his parent organization, he is constantly aware of the events. The reason for this happening is because ECSSA does not seem to volunteer as much for SWOSSA position as much as they use to. A reason could be that they have a more aged staff, and many of them feel that they have served their time in the past, and therefore it is time for others to contribute their time and energy.

Question 7. *Could you comment on the pressures from outside of the organization.*

There are no real pressures. There may be some pressure from school boards not to miss school time. An example being, if you had 3 or 4 teachers missing time at the end of the school year, it is seen as interfering with exam preparation time. As far as I know no one has ever been refused time off for SWOSSA responsibilities. Strikes are difficult because
you cannot let children of striking schools participate.

Question: Have there been any strikes since you have take this office?

Yes, and schools have not participated (they chose not to) and they did not have the training preparation time anyway. It really did not affect SWOSSA because there are so many schools (35) and all three associations are never on strike at the same time anyway.

Question 8. Could you comment on the pressures from inside of the organization.

Again, nothing really. At the annual meeting in June, the constitution may be changed and all can voice their opinions. A notice of "motions" is distributed to members 1 month in advance of this meeting in order to prepare for the meeting. Each association can send 3 representatives to the meeting with voting priveledges. If they want to change anything they have every opportunity to. This organization has a good structure, and is one of the strongest associations in the province, this is due to both the personnel and because the association is financially sound. The constitution is up to date. Peter Krailo, who I refer to as "my shadow" works diligently for the organization. Because we no longer work with just "nickels and dimes" we are much more effective and efficient. Peter Krailo has the spare time to work for this association, and is a far atic for getting things done right. He really is the back up to the Secretary Treasurer.

Question 9. *Could you comment on recommended changes (or alternate management techniques) you would like to see in SWOSSA.*

I cannot think of anything right now. One problem is that people not read enough, and because of this they phone me up and ask me certain questions. I guess they feel that’s what I’m here for, that’s why they pay me.
Question 10. *Could you comment on SWOSSA's relationship to OFSAA, WSSA, ECSSA, and KCSSA.*

The past two Secretary Treasurers have been from the City, do you see a change in thrust of the organization since a County member secured the Executive post?

I do not think so, But I think I have an advantage because I was born in the city of Windsor and therefore know many of the coaches there, and I live In the county therefore have a lot of contacts here. I believe the Executive Secretary's position is quite neutral, because his vote is only 1 of 20.

**Question:** But what about as far as direction and taking the lead role?

I do represent SWOSSA at the OFSAA meetings, but there are also other representatives taking part.

As far as the community use agreement goes at the university, Kent County opted out, they did not contribute to the facility.

**Question:** Did Kent County ever consider this?

No they did not, they chose not to become a part of this. I think the reason for this was they felt a loyalty to the University of Western Ontario.
LIST OF INTERVIEWEES FOR THE SDPI

Mr. Bob F. Pate. February 22, 1991
Mr. Andy Nelson. March 4, 1991
Mr. Paul Valentine. March 6, 1991
Mr. Tony Tekko. April 5, 1991
Mr. Bob Issel. April 15, 1991
Ms. Marilyn Parkinson. April 15, 1991
Mr. Ken Fathers. May 10, 1991
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Sat., Sept. 30</td>
<td>Tennis</td>
<td>London - D. Prowse, London Oakville</td>
</tr>
<tr>
<td>Sat., Oct. 14</td>
<td>&quot;B&quot; Track &amp; Field Meet</td>
<td>London - L. Smith, West Elgin</td>
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<td>Sat., Nov. 4</td>
<td>Soccer</td>
<td>London or Sarnia</td>
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<tr>
<td>Sat., Nov. 4</td>
<td>&quot;A&quot; Volleyball - Boys and Girls</td>
<td>Tricounty Conference</td>
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<tr>
<td>Sat., Nov. 11</td>
<td>&quot;B&quot; Volleyball - Boys and Girls</td>
<td>London - F. Gooch, Seaforth</td>
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<tr>
<td>Sat., Nov. 18</td>
<td>&quot;AA&quot; Volleyball - Boys and Girls</td>
<td>London - London Conference</td>
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<td>Fri., Nov. 24</td>
<td>Fall Management Committee Meeting</td>
<td>London</td>
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<td>Sat., Dec. 2</td>
<td>Fall Directors' Meeting</td>
<td>London</td>
</tr>
<tr>
<td>Feb</td>
<td>Curling</td>
<td>Stratford or Sarnia</td>
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<td></td>
<td>Wrestling</td>
<td>London - W. Salter, Beal Tr.</td>
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<td></td>
<td>Gymnastics</td>
<td>Windsor - Windsor Conference</td>
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<td></td>
<td>&quot;A&quot; Basketball Tournament</td>
<td>District 4 or 6</td>
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<td>Sat., Mar. 3</td>
<td>&quot;B&quot; Basketball Tournament</td>
<td>London - W. A. Man. Kingsville</td>
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<td>Sat., Mar. 10</td>
<td>&quot;AA&quot; Basketball Tournament</td>
<td>London - London Conference</td>
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<td>Sat., Mar. 17</td>
<td>Hockey</td>
<td>Entrie will be given locally on Tuesday for London - London Conference</td>
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<td>Fri., Apr. 27</td>
<td>Management Committee Meeting</td>
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<td>Annual Meeting</td>
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<td>Sat., May 9</td>
<td>Spring Track &amp; Field Meet</td>
<td>London</td>
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</table>
WINDSOR SECONDARY SCHOOL'S ASSOCIATION

George Arnott
Secretary
254-8649
245 Tecumseh Road East
Windsor, Ontario

February 19, 1952.

Principal,
Essex and Kent County High Schools.

Dear Sir:

The Windsor Secondary Schools, after long association with W.O.S.S.A., have decided to form a separate association affiliated with the Ontario Secondary School Association. This step has been considered necessary because of the tremendous growth of W.O.S.S.A. and the reduction of leadership from the University of Western Ontario.

The great growth of schools in Western Ontario caused the development of the Central Western Ontario Association a few years ago. This association, including schools in the Kitchener - Galt - Brantford area, receives leadership and support from the Ontario Agricultural College in Guelph.

The Windsor Secondary Schools are interested in knowing the opinion of Essex and Kent County Schools for the formation of a South Western Ontario Association. This proposed association would include the Windsor Schools and Essex and Kent County High Schools and might receive its leadership and support from Assumption University.

The Windsor Secondary Schools would appreciate your answer to the following questions:

1. Do you favor the formation of a separate association for Windsor and Essex and Kent County High Schools?
   Yes __________ No __________

2. Would you or a representative attend a meeting in the London District High School on Thursday, March 8, 1952, at 10:30 a.m. to discuss this problem?
   Yes __________ No __________

Yours truly,

G. W. Arnott
Secretary-Treasurer
SIR Model

Instructions: Proceed through the model item by item, i.e., 1, then 2a, then 2b, then 3a, and so forth. Make sure all items are covered. Numbers 1 through 6 deal with present conditions. Numbers 7 through 10 are futuristic or predictive. Once 10 is reached, return to 1 and begin the cycle again.
SWOSSA OFFICERS AND DIRECTORS, 1962-1990

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<th>Year</th>
<th>Position</th>
<th>Name</th>
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<tr>
<td>1962-1963</td>
<td>President</td>
<td>J.S. Mencel</td>
</tr>
<tr>
<td>1965-1966</td>
<td></td>
<td>A. Liddell</td>
</tr>
<tr>
<td>1963-1964</td>
<td>Vice President</td>
<td>E.F. Eidt</td>
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<td>1966-1967</td>
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<td>J. Carpenter</td>
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<td>1964-1965</td>
<td>Secretary Treasurer</td>
<td>G. Moir</td>
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<td>1967-1968</td>
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<td>R. Cozens</td>
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<td>1st Vice President</td>
<td>P. Gleeson</td>
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<td>R. Krol</td>
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<td>2nd Vice President</td>
<td>A. Liddell</td>
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<td>T. Techko</td>
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<td>G. Moir</td>
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<td>1967-1968</td>
<td></td>
<td>W. Green</td>
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<td>P. Gleeson</td>
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<td>1967-1968</td>
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<td>E. Bryan</td>
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<td>W. Allen</td>
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<tr>
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<td></td>
<td>T. Tsunko</td>
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<td>Secretary Treasurer</td>
<td>G. Moir</td>
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</table>
SWOSSA OFFICERS AND DIRECTORS, 1962-1990

1968-1969

PRESIDENT
R. Krol

1st VICE PRESIDENT
W. Green

2nd VICE PRESIDENT
E. Bryan

SECRETARY TREASURER
T. Techko

1971-1972

D. Mallender

W. Green

C. Miller

T. Emmerson

1969-1970

PRESIDENT
W. Green

1st VICE PRESIDENT
E. Bryan

2nd VICE PRESIDENT
D. Mallender

SECRETARY TREASURER
T. EMMERSON

1972-1973

W. Green

C. Miller

S. Krenwench

T. Emmerson

1970-1971

PRESIDENT
E. Bryan

1st VICE PRESIDENT
D. Mallender

2nd VICE PRESIDENT
W. Green

SECRETARY TREASURER
T. Emmerson

1973-1974

C. Miller

S. Krenwench

Vacant

T. Emmerson
SWOSSA OFFICERS AND DIRECTORS, 1962-1990

1974-1975

PRESIDENT
V. Motruck

1st VICE PRESIDENT
J. Glendinning

2nd VICE PRESIDENT
J. Wilson

SECRETARY TREASURER
T. Emmerson

1977-1978

G. Jenkins

J. Glendinning

P. Mudry

R. Issell

1975-1976

1978-1979

1976-1977

1979-1980

1974-1975

PRESIDENT
J. Glendinning

1st VICE PRESIDENT
J. Wilson

2nd VICE PRESIDENT
G. Jenkins

SECRETARY TREASURER
T. Emmerson

P. Mudry

P. Valentine

R. Issell

R. Issell

1977-1978

1978-1979

1979-1980

P. Mudry

P. Valentine

R. Fox

R. Issell

R. Issell
## SWOSSA OFFICERS AND DIRECTORS, 1962-1990

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<tr>
<th>Year</th>
<th>President</th>
<th>1st Vice President</th>
<th>2nd Vice President</th>
<th>Secretary Treasurer</th>
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<tr>
<td>1983-1984</td>
<td>G. Douglas</td>
<td>B. North</td>
<td>C. Miller</td>
<td>S. Blackshaw</td>
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<tr>
<td>1981-1982</td>
<td>R. Fox</td>
<td>C. Miller</td>
<td>G. Douglas</td>
<td>S. Blackshaw</td>
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<td>B. North</td>
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<td>S. Blackshaw</td>
<td>S. Blackshaw</td>
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<tr>
<td>1982-1983</td>
<td>T. Hunter</td>
<td>C. Miller</td>
<td>G. Douglas</td>
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<td>T. Hunter</td>
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SWOSSA OFFICERS AND DIRECTORS, 1962-1990

1986-1987
PRESIDENT
C. Miller
1st VICE PRESIDENT
V. Mottruck
2nd VICE PRESIDENT
L. Little
SECRETARY TREASURER
S. Blackshaw

1987-1988
PRESIDENT
V. Mottruck
1st VICE PRESIDENT
L. Little
2nd VICE PRESIDENT
W. Hallatt
SECRETARY TREASURER
S. Blackshaw

1988-1989
PRESIDENT
V. Mottruck
1st VICE PRESIDENT
L. Little
2nd VICE PRESIDENT
L. Luvisotto
SECRETARY TREASURER
S. Blackshaw

1989-1990

L. Little
L. Luvisotto
P. Guthrie
S. Blackshaw

1990-1991
L. Luvisotto
P. Guthrie
H. Gillies
S. Blackshaw
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<tr>
<td>Tennis</td>
<td>W.S.S.A</td>
<td>W.S.S.A</td>
<td>W.S.S.A</td>
<td>W.S.S.A</td>
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<td>Volleyball</td>
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<td>G.T. Gymnastics</td>
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## By-Law 4 - Sponsored Activities

### Fall Activities (September - December)

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<tr>
<th>Activities</th>
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<th>Girls</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Senior</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Junior</td>
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<tr>
<td>Football</td>
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<td>Golf</td>
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<tr>
<td>Volleyball (AA &amp; A)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
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<tr>
<td>Junior</td>
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### Winter Activities (January - March)

<table>
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<th>Boys</th>
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<tr>
<td>Junior</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>x) AA &amp; A</td>
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### Spring Activities (April - June)

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<td>Gymnastics - Team</td>
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<tr>
<td>Track &amp; Field</td>
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### FALL ACTIVITIES (September - December)

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<tr>
<td>MIDGET</td>
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<tr>
<td>Tennis</td>
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<tr>
<td>Volleyball (AA &amp; A)</td>
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### WINTER ACTIVITIES (January - March)

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<td>X</td>
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<tr>
<td>Hockey</td>
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<tr>
<td>Wrestling</td>
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RE: SWITCHING OF SEASONS FOR GIRLS BASKETBALL AND VOLLEYBALL

WHEREAS the aim of Interschool sports is to provide an opportunity for gifted athletes to achieve excellence in their special skills through competition, as opposed to the aim of Interscholal sports providing opportunities for the less skilled athletes to participate—for the sake of participation and enjoyment derived, and

WHEREAS the ultimate competition to develop excellence in high school sports in Ontario is OFSAA, and

WHEREAS in the past, SWOSSA Girls' teams in basketball and volleyball have been denied the opportunity to send their best prepared team to OFSAA—i.e., In basketball, the previous year's champion usually, ineffective due to graduation of key players, plus having only 3-4 weeks preparation after volleyball, the SWOSSA champion must endure four months of competitive inactivity before competing in OFSAA, and

WHEREAS Girls Basketball and Volleyball teams are severely restricted in competing in tournaments outside of SWOSSA's domain (Essex and Kent County) to further develop their talents against excellent competition, and

WHEREAS Girls' Basketball has to share officials with Boys Basketball, which at times, leads to having officials of lesser seniority to officiate Girls Basketball games. With Girls Basketball held in the fall, top calibre officials would be available, and

WHEREAS Girls Basketball now competes with Boys Basketball re: spectator support. If Girls Basketball was played in the fall, it could enjoy the status of being the first exciting indoor activity for students beginning the new school term (where school interest is usually the greatest). Friday night double-headers followed by a dance would help to promote Girls Basketball, (Schedules could be designed to avoid conflict with football games), and

WHEREAS finally, since SWOSSA is hosting next December (1979) the OFSAA Championship—the showcase of high school Girls Basketball in Ontario, SWOSSA is obligated to send it BEST team to represent it. The eyes of basketball buffs in Essex and Kent in particular, will be on SWOSSA, as the media coverage would be the best ever—for Girls Basketball.
The prowess of Girls Basketball in SWOSSA is now at the crossroads of credibility. Should SWOSSA send an inferior team (with only 3-4 weeks preparation after volleyball season—and with little or no competition (league, tournaments) to sharpen their skills), then the image of Girls Basketball in SWOSSA may be tarnished irreparably—thus retarding its development, therefore

BE IT RESOLVED that SWOSSA switch the seasons of Girls Basketball, from winter to fall, and Girls Volleyball, from fall to winter, to comply with OFSAA format, beginning with the school year 1979-80.

Moved by: Bud Day, Bud Day (J.H.S.S.) Convenor, SWOSSA "AA" Girls Basketball

Seconded by: Nancy Duchene (T.D.H.S.) Convenor, SWOSSA "A" Girls Basketball
S.W.O.S.S.A. Inc.
South Western Ontario Secondary School Association

S.W.O.S.S.A. CONVENORS REPORT

10 COPIES PLEASE

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<tr>
<th>ACTIVITY</th>
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<td>ACTIVITY</td>
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<tr>
<td>Co-Ed Badminton</td>
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<tr>
<td>Boys' Basketball</td>
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<td>Girls' Basketball</td>
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<tr>
<td>Co-Ed Cross-Country</td>
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<td>Boys' Curling</td>
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<tr>
<td>Girls' Curling</td>
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<tr>
<td>Girls' Soccer</td>
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<tr>
<td>Co-Ed Tennis</td>
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<tr>
<td>Co-Ed Track and Field</td>
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<td>Boys' Volleyball</td>
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<td>Girls' Volleyball</td>
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<tr>
<td>Boys' Wrestling</td>
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</tbody>
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1. The coach* bears the responsibility for preparing athletes in such a way as to leave no doubt whatsoever of precisely what conduct is expected of them when at the championship.

2. The coach bears the responsibility for supervising his or her athletes for the entire period during which they are absent from school or home. If the coach of a team is of the opposite sex, a suitable chaperone of the same sex, acceptable to the principal, should accompany the team.

3. The consumption of any alcoholic beverage by competitors at any time during a SWOSSA championship is inconsistent with the goals of education and school sport and is expressly forbidden. Up to and including 18 years of age, drinking is illegal, plain and simple. Although 19 year olds have the legal right to drink, they have, in view of the circumstances, the responsibility of abstaining -- a responsibility which in value far outweigh any immediate gain that an individual might perceive as accruing to himsSelf or herself as a result of exercising this right.

4. Drugs, other than those prescribed by a medical doctor for a specific competitor who likewise has been given permission by that doctor to compete, are expressly forbidden.

5. It is expected of each and every competitor and coach that he or she dress in a manner becoming a representative of a school and an association when attending a SWOSSA championship. The focus is directed toward neatness, cleanliness and discretion and there is certainly no inference to be drawn which would suggest that an explicit "uniform" be worn.

6. The appropriate set of "Playing Regulations" will, of course, continue to regulate the conduct of student athletes during an actual contest.

7. However, should the competition convenor and/or a designate feel that individual or team disqualification from the tournament or meet is appropriate as a result of a serious incident occurring during the competition or at a time other than during competition, he or she, in consultation with the SWOSSA representative to the meet or tournament and with that person's concurrence, may so act.

8. It is understood that in the situations above, every effort will be made within an appropriate time frame to establish an accurate assessment of the incident upon which the decision will be based.

9. In the event of a disciplinary disqualification of an individual or team, a letter outlining the reasons for this action will be sent to the principal of the school concerned, with a copy to the appropriate association representative. Further, any permanent record of the individual or team in question at that competition will be stricken.

10. The cost resulting from any property damage, occurring at a SWOSSA championship as a result of the misconduct of any individuals associated with that championship, will be forwarded to the appropriate association with that championship, at which point that association will assume full financial responsibility.

11. SWOSSA expects that in matters of discipline or financial responsibility brought upon by the inappropriate behaviour of a student athlete or team during a SWOSSA sponsored event, the appropriate association (i.e. KCSSA, ECSSA, or WSSA) and school involved will mete out whatever disciplinary action they deem proper.

12. * The coach is a teacher or a volunteer who has the approval of the principal of the school involved, and if required, Board of Education.
PART A - STUDENT INFORMATION (Please print)

Name ___________________________ Birthdate ___________________________ Age last Aug. 31 ______

Residences: List all addresses used during high school career together with occupancy dates. In each circumstance indicate if the address given was the same for parent(s) or legal guardian(s).

Address ___________________________________________ Date In _______ Date Out _______ Same as Parent/Guardian ________

1. Present

__________________________________________________________

2. Previous

__________________________________________________________

3. ______________________________________________________

Schools: List all high schools attended in reverse order. Indicate whether each school was semetered (S) or traditional (T) when attended.

School ___________________________ Date of Entry _______ T/S _______ School Address ______

1. Present School

__________________________________________________________

2. Previous Schools

__________________________________________________________

3. ______________________________________________________

My present school is the nearest school to my home which offers the program/sport in which I wish to participate: Yes _____ No _____

Number of credits earned as of last June: _______ Number earned Semester 1 this year: ______

My current timetable, listed by course and code, is as follows. If in semestered school, indicate which courses will be taken in semester 1 and which in semester 2.

________________________________________________________________________

Sports played at interschool level during 12 months prior to transfer:

________________________________________________________________________

The information on this form is accurate.

Student's Signature ___________________________ Parent/Guardian's Signature _______________
PART B -

(Please check ✓)

Before determining the section of the Transfer Policy under which your student will be made, read the entire Policy carefully so as to ensure that you are appealing under the appropriate section and that you are able to provide the documentation required.

(a) There has been an accompanying change in legal residence so within the designated school boundaries by the student's parent(s) or the student's legal guardian as determined by a court of competent jurisdiction.

(b) The student did not participate in that sport at the interschool level for the twelve (12) months prior to the date of transfer. However, a student who completes a twelve (12) month period of ineligibility as a result of a previous transfer, may not apply to be deemed eligible under this subsection for interschool competition in that sport at a third school.

(c) The student has transferred from a traditional school to a semestred school and is either within one (1) semester of graduation or is within four (4) OACs of the academic requirements for university admission. Such a student is eligible for that semester only and will be ineligible for twelve (12) months after the conclusion of that semester. Students who claim to be eligible under this subsection must have transferred to the school nearest to his/her parent(s') or legal guardian's residence which offers the subjects he/she seeks.

(d) The student has been placed in a school by an LPRC (Identification, Placement and Review Committee) decision. The Federation's Board of Reference shall require and receive a letter from the principal of the school from which the student has transferred, stating the reason for the placement of the student by the LPRC.

(e) The student's case is an exceptional one. In the event that a student should apply under this subsection, the Federation's Board of Reference shall require and receive letters from the principal of the school at which the student is enrolled at the time of the application, and the principal of the school from which the student transferred, stating the exceptional nature of the student's case. Under this subsection, the Federation's Board of Reference may consider a student's eligibility on the basis of transfer for academic reasons or goals.

PART C - STUDENT'S RATIONALE FOR ELIGIBILITY

__________________________________________
Student's Signature

PART D - PARENT'S RATIONALE

__________________________________________
Parent's Signature

PART E - PRINCIPAL'S RATIONALE

__________________________________________
Principal's Signature
The Federation recognizes the right of all students to choose which school they attend and which subjects they study. The Federation, however, is charged with the responsibility of drafting, implementing and enforcing rules of eligibility for those who seek the privilege of participating in Federation sponsored events. The overriding purpose of these rules is to ensure fair and equitable competition.

No school shall include in its lineup any student who has been registered as a transfer from another school within the previous twelve (12) months.

In accordance with the Federation’s Transfer Policy Procedural Process, a student or his/her representative may apply to the Federation’s Board of Reference to be deemed eligible to participate in Federation sponsored events on the grounds that:

(a) there has been an accompanying change in legal residence to within the designated school boundaries by the student’s parent(s) or the student’s legal guardian as determined by a court of competent jurisdiction;

(b) the student did not participate in that sport at the interschool level for the twelve (12) months prior to the date of transfer. However, a student who completes a twelve (12) month period of ineligibility as a result of a previous transfer, may not apply to be deemed eligible under this subsection for interschool competition in that sport at a third school.

(c) the student has transferred from a traditional school to a semestered school and is either within one (1) semester of graduation or is within four (4) OACs of the academic requirements for university admission. Such a student is eligible for that semester only and will be ineligible for twelve (12) months after the conclusion of that semester. Students who claim to be eligible under this subsection must have transferred to the school nearest to his/her parent(s)’ or legal guardian’s residence which offers the subjects he/she seeks.

(d) the student has been placed in a school by an I.P.R.C. (Identification, Placement and Review Committee) decision. The Federation’s Board of Reference shall require and receive a letter from the principal of the school from which the student has transferred, stating the reason for the placement of the student by I.P.R.C.

(e) the student’s case is an exceptional one. In the event that a student should apply under this subsection, the Federation’s Board of Reference shall require and receive letters from the principal of the school at which the student is enrolled at the time of the application, and the principal of the school from which the student transferred, stating the exceptional nature of the student’s case. Under this subsection, the Federation’s Board of Reference may consider a student’s eligibility on the basis of transfer for academic reasons or goals.

Notes:

1. Once a student has changed schools he/she is considered a transfer student and even if he/she returns to a school, he/she must comply with the Transfer Policy.

2. A student attending a school as a result of the closure of his/her former school is not considered a transfer student.

3. Notwithstanding any of the above, no student may play the same sport for more than one school in the same League or Municipality in the same school year.

The Federation’s Board of Reference shall, in its sole and exclusive discretion and authority, consider such application and rule the student eligible or ineligible.

September 1989
1. No school may include in its lineup any student who has been registered as a transfer from another school within the previous twelve (12) months unless:
   (a) there has been an accompanying change in legal residence to within the boundaries of the accepted school area by the student's parents or the student's legal guardian;
   (b) the sport is no longer offered at the previous school;
   (c) the student did not participate in that sport at the interscholastic level in the previous twelve (12) months;
   (d) the student has transferred from a traditional school to a semesters' school and is within one (1) semester of graduation (such a student is eligible for one semester only);
   (e) the student has been placed in the new school by an administrative decision.
2. No student may play the same sport for more than one school in the same Association/League/Zone/Municipality in the same playing season.
3. Exceptional cases in any of the above may be appealed by the Association Representative to the Federation's Board of Reference.

Interpretation of Section 1(e):

"Administrative Decision" means:

A. Placement by I.P.R.C. (Individual Program Review Committee)

B. A program change agreed to in writing as legitimate by both the sending and receiving principals. It is understood that the student will transfer to the school nearest to his/her residence which offers the program he/she needs.

C. Placement in "specialized schools" where students are placed by the Board according to the subjects they are currently taking.

Any other categories or situations regarding "administrative decisions" must be appealed to the Association Transfer Appeal Board. This Board can either make a decision which may in turn be appealed to the Federation's Board of Reference or this Board may request that the Federation's Board of Reference decide the appeal. If an Association has no Transfer Appeal Board, it will direct appeals to the Federation's board of Reference.

The following section must be completed in accordance with the OPSAA Transfer Policy which appears on the opposite page.

Have any of the students listed under "Player Information" transferred schools in the past twelve (12) months?

Yes ______ No ______

To have been included under "Player Information", such players must have been declared eligible. Please list these players below and fill in the required information.

<table>
<thead>
<tr>
<th>Name of Transfer Student</th>
<th>Date of Entry into Present School</th>
<th>Under What Category of Transfer Policy was Eligibility Granted?</th>
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<tr>
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<td>Was Approval Granted by Assoc. Appeal Board or OPSAA Board of Reference?</td>
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This is to certify that all players listed above are duly registered in this Association of OPSAA and are eligible to participate in this year's Badminton Championship under the Rules and Regulations of this Association and those of OPSAA, including the OPSAA Transfer Policy which appears above. Notes: *A staff member from the school represented by each team must be present and responsible for the behaviour of his/her team members for the duration of the Championships.*

Before acceptance, this form must be signed by the following people. We certify that all students herein listed are eligible according to all of OPSAA's By-Laws and Standing Rules.

(1)Principal

(2)Coach

(3)Association Convener or Representative

This eligibility list must be completed in its entirety with all appropriate signatures prior to year association championships. All school eligibility lists must be attached to the OPSAA Badminton Entry Form and your school qualify for OPSAA.

The entry fee of $3.00 per competitor (singles player and each player on a doubles team) payable to "Dan O'Connor - OPSAA Badminton" must accompany the Association entry form. Send entries to Dan O'Connor, Bishop Francis Marrocco S.S., 151 Rosemount Ave., Toronto M6H 2N4. Entries must be received on or before Thursday, April 16, 1987.

NO LATE ENTRIES WILL BE ACCEPTED.
REFERENCES


**NEWSPAPER REPORTS**

The Windsor Star, Ken Fathers, January 24, 1962


The London Free Press, January 25, 1962

The London Free Press, February 16, 1962

The Windsor Star, Ken Fathers, March 29, 1962

The Windsor Star, June 17, 1963

The Windsor Star, Terry O’Conner, June 14, 1966

The Windsor Star, Jim Nelson, June 17, 1969

The Windsor Star, Marty Knack, June 16, 1970

The Windsor Star, Marty Knack, June 17, 1970

The Windsor Star, November 8, 1973

The Windsor Star, Marty Knack, June 17, 1975
INTERVIEWS

Mr. Pete Beach, OFSAA Executive Secretary, interviewed by D. Moriarty at the University of Windsor, November 24, 1970.

Dr. Fritz Rieger, Assistant Professor in the Faculty of Business Administration, University of Windsor. Lectures in "Strategic Management in Not-For-Profit Organizations", during Winter 1990 term.

Mr. Sandy Blackshaw, SWOSSA Secretary-Treasurer, interviewed at Lambton-Kent Secondary School, April 12, 1990.

Mr. Gord Moir, SWOSSA's First Secretary-Treasurer, interviewed by telephone in Windsor, April 15, 1990.


Mr. Andy Gibson, Current OFSAA Executive Director, interviewed at the OFSAA office, Willowdale, March 4, 1991.

Mr. Paul Valentine, OFSAA President and Past SWOSSA President, interviewed at Riverside Secondary School, Windsor, March 6, 1991.

Mr. Tony Techko, Past SWOSSA Secretary-Treasurer, interviewed at the Windsor Public Library, April 5, 1991.

Mr. Bob Issell, Past SWOSSA Secretary-Treasurer, interviewed at Kennedy Collegiate, Windsor, April 15, 1991.

Miss Marilyn Parkinson, Past SWOSSA Women's Committee Member to OFSAA, interviewed at Kennedy Collegiate, Windsor, April 15, 1991.


Mr. Sandy Blackshaw, Current SWOSSA Secretary-Treasurer, interviewed by telephone, May 8, 1991.

Mr. Gord Moir, SWOSSA's first Secretary-Treasurer, interviewed June 3, 1991.
ORGANIZATIONAL RECORDS

WOSSA Constitution, 1958
WOSSA Constitution, 1959
WOSSA Minutes, April 7, 1961
WOSSA Minutes, April 29, 1961
OFSAA Statistics, 1962
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WOSSA Records, 1962
WSSA Minutes, February 19, 1962
WSSA Minutes, May 29, 1962
WSSA Newsletter, March 23, 1962
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SWOSSA Minutes, June 1, 1963
SWOSSA Minutes, June 15, 1963
SWOSSA Constitutional Changes, 1963
SWOSSA Minutes, March 7, 1964
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SWOSSA Secretary’s Report, 1964
SWOSSA Minutes, June 16, 1965
SWOSSA Minutes, December 4, 1965
SWOSSA Financial Statement, 1965
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SWOSSA Minutes, November 22, 1969
OFSAA Constitution, 1969
SWOSSA Minutes, June 15, 1970
SWOSSA Minutes, November 21, 1970
SWOSSA Minutes, June 14, 1971
SWOSSA Minutes, June 15, 1971
SWOSSA Constitution, 1971
SWOSSA Minutes, June 12, 1972
SWOSSA Minutes, November 25, 1972
SWOSSA Minutes, June 11, 1973
SWOSSA Minutes, November 24, 1973
SWOSSA Treasurer’s Report, 1973
SWOSSA Minutes, June 17, 1974
SWOSSA President’s Message, May 24, 1978
SWOSSA Constitution, 1974
SWOSSA Minutes, November 8, 1975
SWOSSA Minutes, November 22, 1975
SWOSSA Financial Report, 1975
SWOSSA Women’s Committee Minutes, November 8, 1975
SWOSSA Minutes, June 13, 1977
SWOSSA Secretary’s Report, 1977
SWOSSA Minutes, November 18, 1978
SWOSSA Secretary’s Report, 1978
SWOSSA Minutes, June 18, 1979
SWOSSA Notice of Motion, June 1979
SWOSSA Minutes, June 16, 1980
SWOSSA Minutes, November 15, 1980
SWOSSA Secretary’s Report, June 16, 1980
SWOSSA President’s Message, May 28, 1980

SWOSSA Accounting Ledger, 1980-1990

SWOSSA Minutes, June 15, 1981

SWOSSA Minutes, November 14, 1981

SWOSSA Rules of Behaviour, June 16, 1982

SWOSSA Minutes, November 9, 1982

SWOSSA Minutes, June 13, 1983

SWOSSA Minutes, November 21, 1983

SWOSSA Minutes, June 13, 1985

SWOSSA Constitution, 1985

OFSAA Minutes, 1985

SWOSSA Minutes, June 12, 1986

SWOSSA Minutes, September 27, 1986

SWOSSA Minutes, November 15, 1986

SWOSSA Minutes, January 21, 1987

SWOSSA Minutes, November 7, 1987

SWOSSA Minutes, November 8, 1987

SWOSSA Minutes, June 9, 1988

SWOSSA Minutes June 8, 1989

SWOSSA Minutes, June 14, 1990

SWOSSA Constitution, 1990

OFSAA Constitution, 1990
SWOSSA CORRESPONDENCE

March 10, 1970  SWOSSA Executive to SWOSSA members
November 9, 1978  Ont. Basketball Assoc. to B. Issell
June 18, 1979  B. Day to SWOSSA Executive
September 26, 1979  H. Strosberg to B. Issell
September 26, 1979  Gignac and Sutts to SWOSSA
September, 1980  G. Moir to T. Techko
May 1, 1984  W. Willms to SWOSSA members
December 5, 1985  G.H. Alles to S. Blackshaw
January 6, 1986  B. North to G.H. Alles
April 25, 1986  A. Gibson to P. Pitkin
April 28, 1986  S. Blackshaw to S. Conway
April 28, 1986  S. Blackshaw to SWOSSA Associations
April 30, 1986  S. Blackshaw to W. Willms
June 11, 1986  R. Dureno to S. Blackshaw
June 12, 1986  L. Stacey to S. Blackshaw
June 13, 1986  D. Hough to S. Blackshaw
January 28, 1988  D. Bondy to S. Blackshaw
September - April 1990  Dr. F. Rieger to S. Gardner
VITA AUCTORIS

NAME: Steven John Gardner

DATE OF BIRTH: April 17th, 1966

PLACE OF BIRTH: Toronto, Ontario, Canada

EDUCATION: Bachelor of Physical Education 1989
McMaster University

Master of Human Kinetics 1991
Sport and Lifestyle Management
University of Windsor