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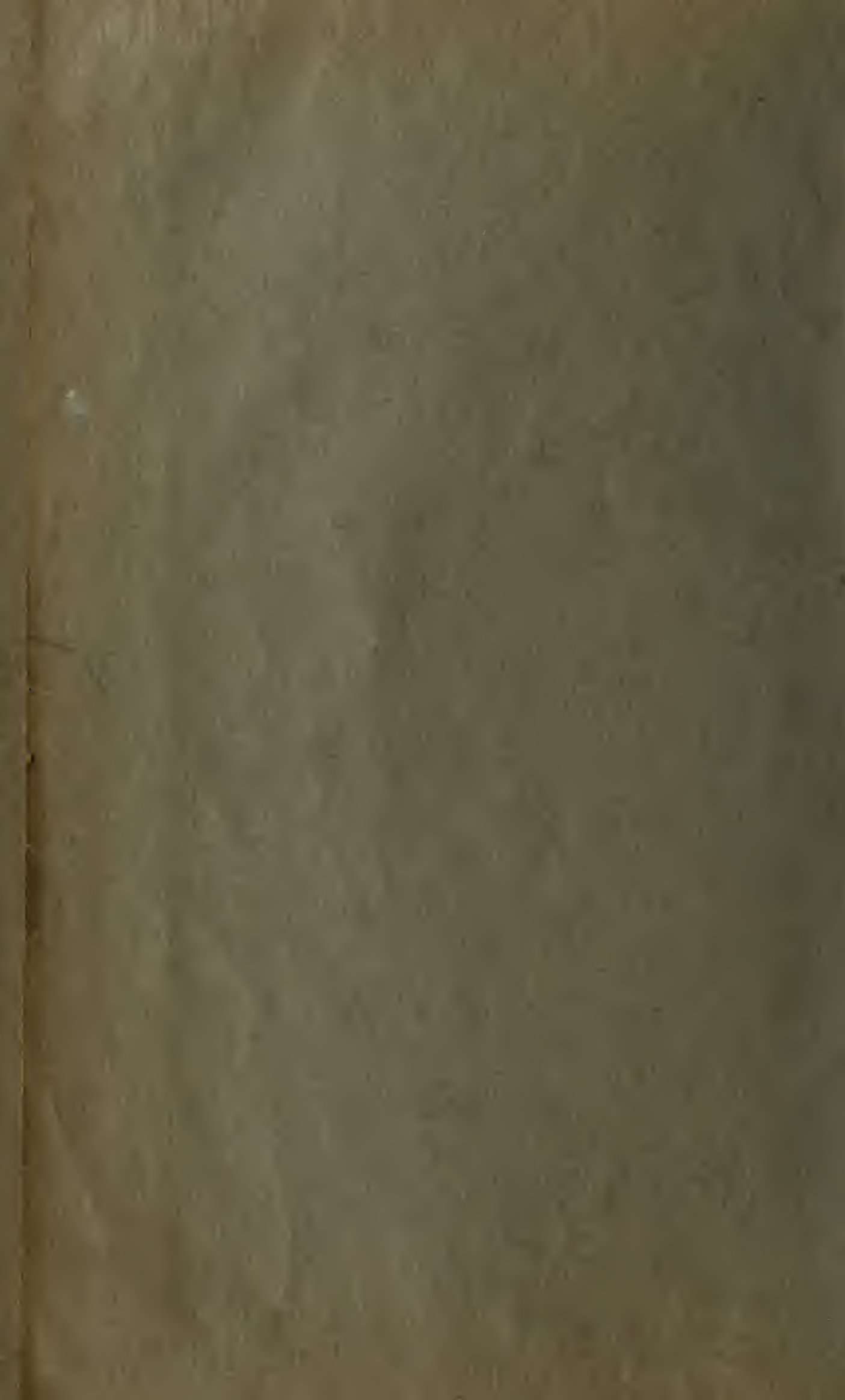
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BUREAU OF EDUCATIONAL RESEARCH  
COLLEGE OF EDUCATION

## THE PROGRAM OF SPORTSMANSHIP EDUCATION

By

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## PREFATORY NOTE

The material for this circular was compiled by Seward C. Staley, Assistant Professor of Physical Education for Men, of the Course in Athletic Coaching, in the College of Education. In accord with its general policy of giving helpful information and suggestions to teachers and school administrators, the Bureau of Educational Research is very glad to issue this material as one of its Educational Research Circulars. It should, however, be understood that credit for the compilation should be given to Mr. Staley.

WALTER S. MONROE, *Director*,  
Bureau of Educational Research

June 9, 1924

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## THE PROGRAM OF SPORTSMANSHIP EDUCATION

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### I. SPORTSMANSHIP EDUCATION IN THE SCHOOL

**Expansion of athletic activity.** There has been a tremendous expansion in the field of athletic activity since the war, and if present conditions can be accepted as an indication this expansion will continue. Educational institutions, health institutions, social institutions, recreational institutions, military institutions and even commercial institutions are fostering the movement.

**Play is an important factor in character and moral training.** This expansion brings up the very pertinent question, how will these activities be carried on? In the past our records in this connection are not very flattering; in many cases they are quite shameful; and in some cases they have been positively disgraceful. Unfair tactics, booing, striking opponents, rowdyism and similar actions have prevailed too often. If this bad-acting on the floor or field were the end of the matter the situation would not be so momentous. But play has long been recognized as an exceedingly important factor in character and moral training. Play is nature's method of educating the young but nature has not standardized the quality of play. All boys and girls play instinctively but their methods of conduct are determined solely by their training; the boy who plays with a rough gang develops selfish and unsocial characteristics; the boy who plays with a group which practices good social habits soon develops these characteristics himself. Individual illustrations to verify the truth of this may be found in any community. Investigations made by social workers and others demonstrate it also. Neighborhoods having playgrounds, for instance, show a lower percentage of juvenile delinquency than those without them. Adult leadership in establishing proper play habits and attitudes is largely responsible for this difference.

**School officials responsible for conduct.** So the matter of play procedure is of vital importance. The question rises, will the present condition of our athletic contests continue or will good sportsmanship and good fellowship prevail? The one group which, more than any other, holds the key to this situation is the school officials,—the super-

intendents, principals, and teachers. The school authorities in their gymnasiums and on their playgrounds control a large part of the athletic activities engaged in by adolescent groups. The standards set up here are a tremendous factor in determining all play habits.

**Sportsmanship is a social quality.** What is good sportsmanship? Good sportsmanship is the golden rule applied to sports. It is the application of fair play, the square deal, and gallant conduct to athletic contests. It is a moral quality like honesty, truthfulness, loyalty, cooperation, all of which it in fact includes, and it is in no way biologically inheritable. In the beginning it can be induced only through a definite program of education combined with willful practice. With continued practice the activities involved become conduct habits and are followed as matters of course. Continued under these conditions they become customs and traditions and are accepted as the only methods of conduct.

We have practical demonstrations of this "tradition-custom" aspect in several fields. It is seen on the English play fields, in the game of tennis, and in certain schools in this country.

**English sportsmanship.** The English are internationally renowned for their good sportsmanship. This is not due to the existence of any special quality in English blood, any special climatic conditions or the existence of any other tangible quality indigenous to the British Isles. It is merely the product of a program of sportsmanship education, started in the historic public schools and great universities, carried over into the board schools, promulgated by the army and navy and thus spread until the entire nation has become involved. Today good sportsmanship is a custom in England that automatically dictates play procedures. The English have a much longer play history than any other nation so it is quite natural that they should be the leaders in this movement.

**Tennis sportsmanship.** We have another illustration of good sportsmanship in the game of tennis. Tennis is one of our oldest sports and until quite recently was played only by the aristocracy and cultured classes. Even today in France tennis is considered as a gentleman's game and not for the masses. Under these conditions certain ethical standards for playing the game were envolved. These have become so traditional and customary that they have been carried along with the game and accepted as the established mode of playing in the general use of the game today.



**Sportsmanship in private schools.** And then again certain schools in this country have established wide reputations for their sportsmanship. These schools are without exception private institutions of the better grade with comparatively long histories. In their earlier days the founders and authorities carried on a program in sportsmanship education that has since come to be established as custom. In these schools there is a noticeable difference between the attitude and practices of the new and of the old groups. The older groups give tangible evidence of the educational program to which they have been subjected; they have absorbed the customs.

**Organization of program.** Accepting the fact that good sportsmanship is a product of educational procedures the question arises, how shall the program be organized?

**Program fostered by Department of Physical Education.** Following the principle that any subject-matter is best taught in connection with the department most closely associated with it, good sportsmanship is best handled in the department most intimately involved, namely physical education (or athletics). This department should be given direct responsibility for the conduct of the student body in its athletic relationships, both varsity and intra-mural.

**Physical Directors and Coaches who are good sportsmen essential.** In the face of this responsibility the first consideration in our program of sportsmanship education is the employment of directors and coaches who are thoroughly sympathetic with the idea. Adult leadership of this sort is perhaps the largest single item in our program. Adults through precept and example dictate all social customs. The physical director and athletic coach are commonly the most prominent figures in school life. They are the local heroes, the local champions. They are on more intimate terms with the student body than any other members of the teaching staff and their influence is impressive, wide, and lasting. With coaches and physical directors who are good sportsmen the institution of good sportsmanship is relatively simple; with coaches and directors who are not, it is impossible.

**Year-round program.** The department of physical education should conduct a year-round campaign of sportsmanship education. Emphasis is placed on the fact that it should be in continuous operation throughout the school year. A short intensive campaign of one or two weeks followed by total neglect will not produce the desired

results. On the other hand care should be taken that it is not overdone; sportsmanship pushed too vigorously becomes a bugbear. The most satisfactory procedure perhaps is to conduct one or two intense campaigns of short duration and then for the adult leaders, the "Sportsmanship Committee," to be actively vigilant throughout the year for breaches of the code. Cases of repeated willful violation should be disciplined as the adult leaders and "Sportsmanship Committee" best decide.

**Faculty must be educated.** The first step in the project of sportsmanship education is the education of the other members of the faculty. This may be done through discussion at teachers' meetings, through the circulation of printed matter and through personal interviews. The teachers should be thoroughly acquainted with the size of the project, its far reaching significance and the part which they must play in its conduct. In this connection they should be warned against carrying grudges against rival schools, violating the rules as spectators, etc. Proper action on their part is of utmost value. Their examples should not belie their precepts. Every effort should be made to win them over to active cooperation in the conduct of the campaign.

**Sportsmanship Committee.** The next step is the organization of a "Sportsmanship Committee." This committee should be set up as one of the most important organizations in school. Membership on this committee should carry particular honor and only leaders should be considered eligible. Team captains, class presidents, and similar office holders should be the only ones considered. This should be a permanent committee chosen at the annual elections.

**Code of Sportsmanship.** The next step is the composition and adoption of a code of sportsmanship. The entire student body should be drawn into this. This last is rather a new idea. Codes of sportsmanship have been used for years but in the past they have been drawn up by the adult leaders and literally forced upon the students. There is no question but that this procedure has been effective but it would be more effective still if the code were a product of the students' own making. A ready-made code has not grown out of the pupils' experience and in many instances, therefore, it is difficult to relate to their activities. The code should be formulated by the unit using it. Under these conditions it is much more meaningful, and not subject to misinterpretation. As it is a product of their own



invention, every student involved takes an active interest in carrying out its precepts. In the grade school and in the junior high school the teachers should take an active part in shaping-up this code, but in the senior high school the students can handle the matter satisfactorily without outside help. In any case, where adults are participating, they should confine themselves to suggestions and stimulation and should not become more directly involved than is absolutely necessary in determining the content of the code.

In establishing a code for the first time the most satisfactory procedure is to ask each student to draw-up one and present it to the "Sportsmanship Committee." The committee should present these or a selected few of them to the assembled student body for general consideration and discussion, and should use these as a basis for a final code which should be drawn up and adopted.

The code should be printed on large cardboards by the art department and posted in the gymnasium, locker room, hallway, and assembly room. It should also be printed on small cards by the printing department and distributed to the pupils.

In shaping up the code, care should be taken that general terms such as loyalty, courtesy, honor, truthfulness, and so on are not used. Good sportsmanship is social conduct in athletic contests and is made up of specific acts. In criticizing or lauding an individual we use general terms of this sort but our opinions are based on specific acts on the part of the individual or group discussed. In the face of this fact the code becomes much more meaningful if it clings to specific acts rather than to generalities.

**Open forum on Sportsmanship.** The code of sportsmanship should be presented to the student body annually for adoption; in this way attention is periodically called to its existence in a prominent way. Otherwise, with the constant change in our school personnel, the code might disappear. On these occasions the old code may be adopted without change, or changes may be made, or an entirely new code may be introduced. This occasion should be in the nature of an open forum on the discussion of sportsmanship. It could be held at a regular assembly. The proper attitude and conduct of captains, players, coaches, and spectators toward opponents and officials should be discussed thoroughly. The captains, players, coaches, and other leaders in school life should be drawn into this discussion. An outside speaker would give this meeting added interest and importance.

**Sportsmanship Contest.** The "Committee on Sportsmanship" should hold an annual "Sportsmanship Contest" in which each student in the group should be asked to take part. In different years this could be a poster contest, a short story contest, an essay contest, a poetry contest, a song contest, a slogan contest or anything similar that the committee could devise. The exhibits or compositions should be turned in to the committee who would select the best and give suitable recognition to their designers or composers. Or the committee could select the best and have them presented at an assembly of the whole group who could determine the winners by popular vote. The music department, art department, English department and others could cooperate in this project.

**"Best Sportsman" elected.** Another project that could be sponsored by the "Sportsmanship Committee" is the annual selection of the best sportsman in school. This selection is in some cases made by the "Sportsmanship Committee" in conjunction with the physical directors and coaches, but it is more satisfactory to decide the matter by popular election. A loving cup, shield, or a similar trophy should be awarded the winners. The Athletic Association should provide the funds for the purchase of the trophy. An appropriate way to handle this project is at an assembly. The chairman of the committee should preside. The cup should be on display. After the basis of the award has been explained the voting can be done by ballot. As soon as the ballots have been counted, the cup should be formally presented to the winner.

**Education of the General Public.** Spectators exercise a tremendous influence in determining the manners of contestants in athletic contests. The spectators' attitude is quickly sensed by the players and is readily translated into action. If the spectators' attitude is wholesome the players' reactions will tend to be wholesome; if the spectators' attitude is unwholesome the players' actions will tend to be unwholesome. The attitude and actions of the students as spectators can be influenced by the school program of sportsmanship education, but additional procedures must be carried on to reach the large group of outsiders, commonly known as the general public. The education of this group represents a real project to be faced and dealt with by the sportsmanship committee.

In promoting this project there are two procedures which should be invoked: 1. The local newspapers and school papers should be enlisted. 2. Programs and schedules should contain some reference

to sportsmanship. This could consist of the school's code of sportsmanship, another school's code, or a quotation from some prominent writer, speaker, or perhaps best of all, a quotation from some local figure such as the Coach, Principal, Chairman of the Board of Education, Mayor, etc. A number of schools follow this practice now but for the most part the same statement is used throughout the school year. It would be better to introduce a new statement occasionally.

#### SUMMARY:

1. Play is of vital importance in moral and character training.
2. Good sportsmanship is the product of a program of education.
3. The Department of Physical Education should carry on the program.
4. Physical Directors and Coaches who are good sportsmen are essential to its conduct.
5. The program consists of:
  - (a) The education of the other members of the faculty.
  - (b) The annual election of a "Sportsmanship Committee."
  - (c) The annual discussion and adoption of a "Code of Sportsmanship."
  - (d) The conduct of an annual "Sportsmanship Contest."
  - (e) The annual recognition of the "Best Sportsman."
  - (f) The education of the general public.
  - (g) Constant vigilance on the part of the adult leaders and the "Sportsmanship Committee."



## II. SHOULD SPORTSMANSHIP BE RECOGNIZED IN COMPETITIVE ATHLETICS?

There is considerable discussion at the present time over the matter of including sportsmanship as a factor in determining the results of athletic competition. Following this procedure two factors are used in deciding athletic contests: (1) the points scored as the result of play and (2) the points awarded for conduct. Thus a team may score more points than their opponents in actual play but, by virtue of scoring less points than their opponents in sportsmanship, may lose the contest. For example; points made in play, Team "A" 25, Team "B" 30; points made for sportsmanship, Team "A" 20, Team "B" 10; total points, Team "A" 45, Team "B" 40.

**Play alone should decide contests.** The consensus of opinion among the leaders in physical education is opposed to the practice of including sportsmanship as a factor in deciding contests. The scoring of points as the result of play is the ultimate object of all our athletics and the contests should be decided on this basis alone. The goals, the runs, the points, the touchdowns should be the deciding factor. These elements are all measurable factors and should offer no basis for dispute. On the other hand "Sportsmanship" is quite unmeasurable and is always subject to dispute. It is a mere "matter of opinion" and as such no two individuals will agree as to the proper number of points to be awarded for it.

**Control by Federations.** The matter is much better approached from another angle. City, Conference, County, State and similar athletic federations embracing a group of schools can establish the rule that all contests carried on under its jurisdiction must be carried on according to this principle. Those schools that fail to live up to the standards should be ousted from the federation. This would be very severe discipline and any school facing it would rapidly mend its ways. In this way Sportsmanship is not entered in the records but becomes an essential condition to all athletic relationships. It becomes a case of either be a good sportsman or give up playing.

**False premium on behavior.** Another objection to awarding credit for sportsmanship is that it puts a false premium on behavior. If sportsmanship is given a place in the scoring column the partici-



pants will act the part merely for the sake of points and not because it is socially essential. This compares to giving children pennies for good behavior. It produces temporary results perhaps but does not educate the individual as to the necessity for proper social actions.

**Sportsmanship Trophy.** Although sportsmanship should not be used for credit in athletic competitions there is no objection to establishing a separate sportsmanship competition. In this connection the team showing the best record can be awarded a loving cup or some similar emblem. This should be altogether distinct and separate from the trophies awarded for purely athletic competition, however. A sportsmanship cup could be awarded in connection with each league, tournament, or federation competition. The officials or a separate committee could select the winner.

The following opinions taken from the American Physical Education Review seem to express the better course in this matter.

JOSEPH E. RAYCROFT, M.D., Director, Dept. of Hygiene and Physical Education, Princeton University:

“I believe that every effort should be made by coaches, officials, and school authorities to promote a spirit of good sportsmanship in the interscholastic contests of which they have charge. I don't believe that there is any way in which you can give positive credit in the scoring for sportsmanship. The codes of rules for most games provide for penalties for infractions of the rules, which are called 'fouls' and which frequently represent poor sportsmanship.

“I believe that there is room for great improvement in the conduct of our games in educational institutions. There are two or three factors that would contribute greatly to this improvement: (1) The change in the attitude toward the rules, so that the coach and the competitor would regard the rules as guides rather than as something to be evaded if possible. Examples of this attitude may be found in the tennis matches where each competitor makes the decision on his own side of the court; in fencing matches where competitors call the touches made by their opponents, etc. (2) The extension of such a spirit into other games would increase immensely their values as educational and character building agencies.”

WILLIAM H. GEER, Director Physical Education, Harvard University, Cambridge, Mass.:

“While I am whole-heartedly in favor of encouraging good sportsmanship, I feel that it must be done in such a way that boys

and girls and men and women will be prompted to respond as good sportsmen on different occasions, largely because their own consciences disapprove if they act otherwise. In other words, their conduct in connection with athletic contests is all that could be desired because they have adopted the gentleman's code which specifies that things are done that way. When you attempt to give credit for sportsmanship you are introducing a factor that is exceedingly difficult in administration. Most of the rules in connection with games now make some reference to sportsmanship. They also prescribe in a very definite fashion the necessary rules for the conduct of the game. An official is engaged to take charge of the game or contest. At best such an official can only judge the external, and most of that is covered in the rules. It is difficult for any official to judge the spirit that prompts an individual's action. If, then, you introduce definite credit based on sportsmanship, I can conceive of the actions of certain individuals being prompted by the desire to get an additional score rather than having their actions guided by a spirit that wholly disapproves of unsportsmanlike conduct."

BERTHA BRUCHMAN, Instructor, Physical Education, E. High School, Cincinnati, Ohio:

"Sportsmanship should be taught in the period of learning and coaching of a game. It should start with the very simplest game in the elementary school and continue through the coaching of every game throughout high school and college. When a team goes on the field, coaching of plays and coaching of sportsmanship is completed for that game and the test is on as to the reliability of the team and the clean play of every individual. There need be no change in the method for scoring in the game to give credit for good sportsmanship.

"I do not believe in giving added credit in points to any team for their conduct. Any red-blooded American boy wants to win, because he is the best man and not because his opponent was disqualified for poor spirit."

### III. THE AMATEUR'S HONOR CODE IN COMPETITIVE ATHLETICS<sup>1</sup>

An amateur athlete participates purely for the pleasure of the game, for in their true essence athletics are simply forms of play, and play is now recognized as nature's method of education. This suggests, therefore, that athletics have large educational and character-training values, which is true.

On this basis it is of the greatest importance that the amateur's motive in participating, as well as his attitude and conduct toward teammates, officials, and public, should be such as to develop the qualities of a thorough gentleman rather than those of a "sport." It is thus very evident that every effort should be made to insure that conduct unbecoming to a gentleman should never be indulged in.

We believe that our athletics and play life throughout the nation should be maintained on the highest possible basis of gentlemanly conduct and true sportsmanship, and submit the following as the amateur's honor code in competitive athletics.

1. A true amateur athlete will never intentionally make misrepresentation regarding his eligibility, ability, or intentions, nor will he continue competing as such after he has ceased to be in sympathy with the spirit of amateurism.

2. Athletic rules will not be ignored or evaded either in letter or in spirit but will be considered as mutual agreements between contestants for the purpose of providing a basis of honorable competition between gentlemen. The letter or spirit of the rules will no more be ignored nor evaded than will a gentleman's "word of honor."

3. Every honest and earnest effort will be made to win a contest but a dishonorable victory will not be accepted.

4. An amateur will be loyal always to his teammates in every honorable endeavor and will do his utmost to prove a worthy representative of his institution or club.

5. Opponents will be treated as friends and honored guests even when they do not reciprocate. No unfair advantage will be taken of them under any circumstances. Good play will be suitably acknowledged.

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<sup>1</sup>Prepared by Wm. Ball. Quoted by permission with minor modifications from American Physical Education Review for 1915.



6. Officials will be considered as impartial and competent arbiters. Decisions will be accepted without dispute even when they are apparently unfair. Advantage will not be taken of lax rule enforcement. Personal abuse or ill feeling of any kind will not be publicly manifested even when an official proves incompetent or dishonest.

7. Contestants will not attempt to "play to the grandstand" for publicity or applause. Appreciation from spectators will be taken for granted and not acknowledged.

In further consideration of the foregoing we now discuss the amateur's attitude toward athletics, teammates, opponents, officials, spectators, and public.

### **I. Athletics in General.**

An amateur athlete who participates in physical sport does so fundamentally for pleasure. Motives, however, are nearly always more or less mixed, but the primary and controlling motive of the true amateur will always be the enjoyment of the game. The victory, the prize, or the plaudits of an audience will be of minor importance.

True amateurism stands for a high sense of honor, honesty, fair play, courtesy, and temperance on the part of competitors, officials, and spectators. It stoops to no technicalities to twist or evade rules to gain advantage over opponents.

The distinguishing feature between the amateur and others is that of *motive*. When an amateur knowingly claims, tacitly or otherwise, to be what he is not, or misstates in any way his qualifications, or makes an entry for a contest without any intention of competing, or competes without doing his best, or knowingly violates the spirit of the contest rules, he has ceased to be an amateur in spirit and is in honor bound to discontinue competing as such.

To develop a high purpose and noble character is of larger value than to win a game or even a world's championship.

Defeat is not of itself a disgrace nor is victory necessarily an honor. "An honorable victory or none" is a more worthy and sportsmanlike standard than "win at any cost, by fair means if we can or foul if we must."

In such a standard there is no place for a double code of ethics, one for the public and quite another for the training quarters.

We therefore recommend that it be considered unsportsmanlike, ungentlemanly, and dishonorable for a true amateur



(1) To intentionally make any misrepresentation regarding eligibility, ability, or intentions or to continue competing as such after he has ceased to be in sympathy with the spirit of amateurism.

(2) To ignore or evade athletic rules either in letter or spirit or to fail to consider them as mutual agreements between contestants for the purpose of providing a basis of honorable competition between gentlemen.

(3) To fail to make every honest and earnest effort to win the contest and to refuse to accept a dishonorable victory.

## **II. Teammates.**

Teammates have every reason to expect from their associates enthusiastic support of the team policy and program, including faithful adherence to training regulations and utmost endeavor or sacrifice to insure perfect team cooperation.

Therefore we recommend that it be considered unsportsmanlike, ungentlemanly, and dishonorable for a true amateur to fail to be loyal to his teammates and in every honorable manner to do his utmost to prove a worthy representative of his institution or club.

## **III. Opponents.**

Is there any good reason why gentlemen should cease to be gentlemen simply because they meet on the athletic field rather than on the street, in the club, or at home?

Athletic contests are often essentially combative but they are not of necessity "fights." They are honorable struggles for supremacy in a play game. The contest is one of skill and endurance. Strategy will often be employed but underhand trickery, or deceit, or brutality never.

Nothing will add so much to the genuine pleasure of all concerned as to have contestants do unto others as they would be done by, and to do it first, and especially to commend in no uncertain manner evidences of clean sport and skillful performance on the part of others.

Therefore we recommend that it be considered unsportsmanlike, ungentlemanly, and dishonorable for a true amateur

(1) To treat opponents other than as friends and honored guests even when they do not reciprocate.

(2) To take unfair advantage of them under any circumstances.

(3) To fail to suitably acknowledge good plays.

#### IV. Officials.

Officials are used in order that there shall be absolutely "fair play" between opponents, but no one who has had experience will question the statement that it is an exceedingly difficult matter for an official of an athletic contest to serve to the mutual satisfaction of all the interested parties. Every decision helps or hinders one side or the other.

Presumably only competent and honorable gentlemen are selected to serve as such responsible officials. The very best men, however, make mistakes.

It is only when competent officials are treated as honest in intention and capable in service that we can expect to find qualified gentlemen willing to continue to serve in these capacities.

Therefore we recommend that it be considered unsportsmanlike, ungentlemanly, and dishonorable for a true amateur

(1) To dispute any official's decision even when it is apparently unfair.

(2) To take any advantage of lax rule enforcement.

(3) To abuse personally or to show ill feeling of any kind in public even when an official proves incompetent or dishonest.

#### V. Spectators.

The standard of sportsmanship practiced by leading athletes becomes the ideal of a large number of less prominent but very important athletes and teams.

Every public athletic game becomes, *ipso facto*, a powerful and important educational force for good or ill to the hundreds and often thousands of spectators who witness the contest.

While amateur games are not conducted primarily for the spectators but rather for the participants, it is probable that spectators will always be an important factor in much of our athletics. They are a vital force in determining the conduct of competitors, for the latter are sensitive to the approval or disapproval of an audience.

We therefore appeal to every true sportsman and gentlemanly spectator to unite in appreciation of every evidence of honorable action or spirit on the field by applause and in condemnation of every dishonorable action by silence.

We therefore recommend that it be considered unsportsmanlike, ungentlemanly, and dishonorable for an amateur athlete to fail to

manifest other than a high sense of honor, honesty, fair play, courtesy, and temperance, alike before teammates, opponents, and public.

We furthermore recommend that it be considered as unbecoming an amateur to seek to play to the "grandstand" and thus secure publicity or applause. When applause is given, it shall be taken as a matter of course and not be publicly acknowledged.



## IV. CODES OF SPORTSMANSHIP

### A GOOD SPORT

<i>Does</i>	<i>Does Not</i>
1. Plays fair at all times.	Does not cheat.
2. Plays hard to the end.	Does not quit. Is not "yellow."
3. Keeps his head.	Does not lose his temper, tho wronged.
4. Plays for joy of playing and success of team.	Does not play for money or other reward.
5. Is a good team worker.	Does not play to grandstand.
6. Keeps training rules.	Does not abuse his body.
7. Obeys orders of coach or captain.	Does not shirk.
8. Does his best in all school work.	Does not neglect his studies.
9. Backs his team in every honest way but—	Does not bet—betting is not necessary to show loyalty.
10. Always gives his opponent a square deal.	Does not take any technical advantage. Treats visiting players as guests.
11. Is respectful to officials. Accepts adverse decisions graciously. Expects officials to enforce rules.	Never blames officials for defeat. Does not "crab." Does not "kick." Does not complain.

### WHEN HE LOSES

12. Congratulates the winner. Gives his opponent full credit under most trying circumstances. Learns to correct his faults through his failures.	Does not show his disappointment. Is not a "sorehead." Does not "alibi." Does not make excuses.
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### WHEN HE WINS

13. Is generous. Is modest. Is considerate.	Does not boast. Does not crow. Does not rub-it-in.
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### AT ALL TIMES

14. Is true to his highest ideals.	Does nothing unworthy of a gentleman and a 100 per cent American.
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—*D. Chase* (New York State Code of Sportsmanship)



## THE 10 COMMANDMENTS OF SPORT, AND OF EVERYTHING ELSE

1. Thou shalt not quit.
2. Thou shalt not alibi.
3. Thou shalt not gloat over winning.
4. Thou shalt not be a rotten loser.
5. Thou shalt not take unfair advantage.
6. Thou shalt not ask odds thou art unwilling to give.
7. Thou shalt always be ready to give thine opponent the shade.
8. Thou shalt not *under* estimate an opponent, nor *over* estimate thyself.
9. Remember that the game is the thing, and that he who thinketh otherwise is a mucker and no true sportsman.
10. Honor the game thou playest, for he who playeth the game straight and hard wins even when he loses.

—Hugh S. Fullerton

### A SPORTSMAN<sup>1</sup>

1. Plays the game for the sake of the game.
2. Plays for his side and not for himself.
3. Is a good winner and a good loser—i. e., is modest in victory and generous in defeat.
4. Is unselfish and always ready to teach others.
5. When a spectator cheers good play on both sides but never interferes with the referee or players.

### FOUR RULES FOR A GOOD SPORTSMAN

When you play a game always wish and try to win, otherwise your opponent will have no fun; but never wish to win so much that you cannot be happy without winning.

Seek to win by fair and lawful means according to the rules of the game, and this will leave you without bitterness toward your opponent or shame before others.

Take pleasure in the game even tho you do not obtain the victory; for the purpose of the game is not merely to win, but to find joy and strength in trying.

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<sup>1</sup>Code of sportsmanship found everywhere in England,—on programs, painted on walls of gymnasiums, and on posters.

If you obtain a victory which you have so desired, think more of your good fortune than of your skill. This will make you grateful and ready to share with others the pleasure bestowed upon you; and truly this is both reasonable and profitable, for it is but little that any of us would win in this world were our fortunes not better than our deserts.

—*Henry Van Dyke*

To brag a little,—to show up well, to crow gently if in luck,—to pay up, to own up, and to shut up if beaten, are the virtues of a sporting man.

—*Oliver Wendell Holmes*

For when the Great Scorer comes  
To write against your name,  
He writes,—not that you won or lost,  
But how you played the game.

—*Tom M. Karney*

Who misses or who wins the prize  
Go lose or conquer as you can  
But if you fail or if you rise  
Be each, pray God, a gentleman.

—*Thackeray*

## V. ON CONDUCT IN ATHLETICS

### THE BETTER THING

It is better to lose with a conscience clean  
    Than to win by a trick unfair.  
It is better to lose and to know you've been,  
    Whatever the prize was, square,  
Than to claim the joys of a far off goal  
    And the cheers of the passers-by  
And to know deep down in your innermost soul  
    That a cheat you must live and die.  
Who wins by trick may take the prize,  
    And at first he may think it sweet,  
But many a day in the future there lies  
    When he'll wish he had met with defeat.  
For the man who lost will be glad at heart  
    And walk with his head up high  
While his conqueror knows he must play the part  
    Of a cheat and a living lie.  
The prize seems fair when the fight is on  
    But save it is truly won,  
You'll hate the thing when the crowds are gone,  
    For it stands for a false thing done.  
And it's better you never should reach your goal  
    Than ever success to buy  
At the price of knowing, down deep in your heart,  
    That your glory is all a lie.

—*Ella Wheeler Wilcox*



## CLEAN

I want a boy of mine to be  
    Square to the last and final letter;  
From taint or cunning wholly free.  
    I want him to love honor better  
Than victory and silver things  
    Which contest in a struggle brings.

“Clean as a hound’s tooth!” that’s the phrase  
    Once by our leader Roosevelt spoken,  
Who loved the sportsman’s manly ways,  
    And valued truth beyond a token;  
Better to lose with conscience clean  
    Than win by methods false and mean.

I want him to observe the rules,  
    Be fair in desperate circumstances;  
To know that cunning’s used by fools  
    Who fear to take the harder chances!  
That with the victory of deceit  
    The victor quits the field a cheat.

I want him to play hard to win,  
    But not make victory his master;  
Whatever game he enters in  
    Though he must triumph or disaster  
I want him coming home a man  
    As clean as when the game began.

Oh, boy of mine, let sportsmanship  
    Never for any gain desert you;  
If on yourself you keep your grip  
    There is no failure that can hurt you;  
You shall have more than prizes mean,  
    If you have kept your record clean.

—*Edgar A. Guest*

### PLAY THE GAME

There's a breathless hush in the Close tonight,—  
    Ten to make and the match to win—  
A bumping pitch and a blinding light,  
    An hour to play and the last man in.  
And it's not for the sake of a ribboned coat  
    Or the selfish hope of a season's fame,  
But his Captain's hand on his shoulder smote;  
    "Play up! Play up! And play the game!"

The sand of the desert is sodden red,—  
    Red with the wreck of a square that broke;  
The gatling's jammed and the colonel dead,  
    And the regiment's blind with dust and smoke.  
The river of death has brimmed his banks,  
    And England's far and Honor a name,  
But the voice of a schoolboy rallies the ranks,  
    "Play up! Play up! And play the game!"

This is the word that year by year,  
    While in her place the School is set,  
Every one of her sons must hear,  
    And none that hears it dare forget.  
This they all with a joyful mind  
    Bear through life like a torch in flame,  
And falling, fling to the host behind,—  
    "Play up! Play up! And play the game!"

—*Anonymous*

### THE STUFF THAT COUNTS

The test of a man is the fight he makes,  
The Grit that he daily shows;  
The way he stands on his feet and takes  
Fate's numerous bumps and blows.  
A coward can smile when there's naught to fear,  
When nothing his progress bars,  
But it takes a man to stand up and cheer,  
While some other fellow stars.  
It isn't the victory, after all,  
But the fight that a brother makes;  
The man, who, driven against the wall,  
Still stands up erect and takes  
The blows of fate with his head held high,  
Bleeding, and bruised, and pale,  
Is the man who'll win in the by and by  
For he isn't afraid to fail.  
It's the bumps you get, and the jolts you get,  
And the shock that your courage stands  
The hours of sorrow and ruin regret,  
The prize that escapes your hands,  
That test your mettle and prove your worth.  
It isn't the blows you deal,  
But the blows you take on the good old earth  
That shows if your stuff is real.

—*The Three Partners*



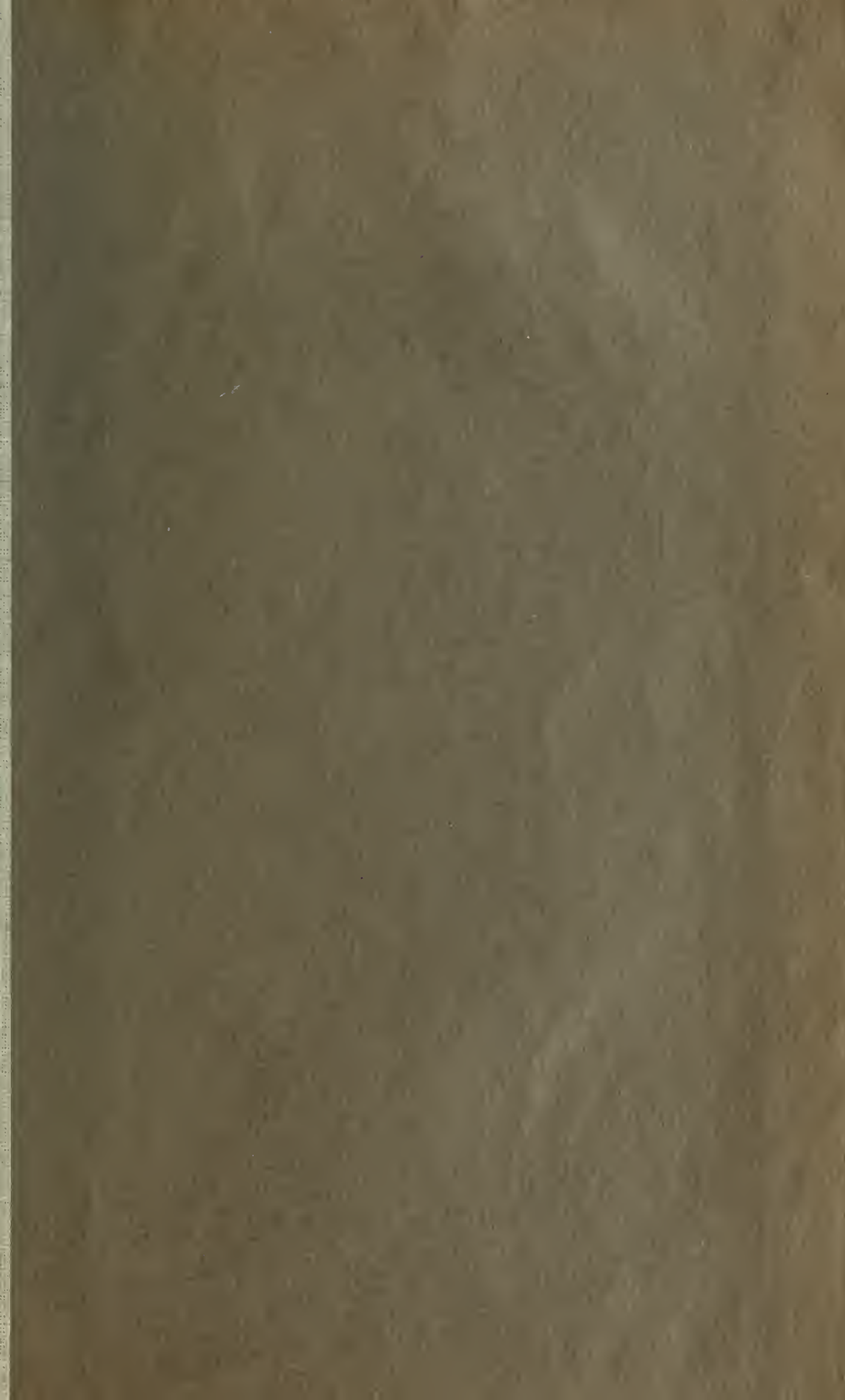
## STICKING

Did you fail in the race?  
Did you faint in the spurt  
Where the hot dust choked and burned?  
Did you breast the tape midst the flying dirt  
That the leader's spikes had spurned?  
Did you do your best—  
Oh, I know you lost, I know that your time was bad,  
But the game is not in the winning, lad.  
The best of it since the beginning, lad,  
Is in taking your licking and grinning, lad,  
If you gave them the best you had.

Did your tackle fall short?  
Did the runner flash by  
With the score that won the game?  
Did it break your heart when you missed the try?  
Did you choke with the hurt and shame?  
If you did your best—  
Oh, I know the score; I followed you all the way through,  
And that is why I am saying, lad,  
That the best of the fight is the staying, lad,  
And the best of all games is the playing, lad,  
If you give them the best in you.

—*Nelson Robbins*













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