NO PASS/NO PLAY: A POLICY ANALYSIS AND EXAMINATION OF IMPACTS ON MINORITIES/AT-RISK STUDENTS

by

Edwin Howard Torrejon

A Dissertation Submitted to the Faculty of the

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

In Partial Fulfillment of the Requirements
For the Degree of

DOCTOR OF PHILOSOPHY
WITH A MAJOR IN EDUCATIONAL ADMINISTRATION

In the Graduate College

THE UNIVERSITY OF ARIZONA

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As members of the Final Examination Committee, we certify that we have read the dissertation prepared by Edwin Howard Torrejon

entitled No Pass /No Play: A Policy Analysis and Examination of Impacts on Minorities/At -Risk Students

and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Doctor of Philosophy

Dr. T. Frank Saunders	Date 4/19/93
Dr. Amy Schlessman-Frost	Date 4/19/93
Dr. Paul Heckman	Date 4/19/93
	Date
	Date

Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copy of the dissertation to the Graduate College.

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Dissertation Director Dr. T. Frank Saunders — Date 4/19/93

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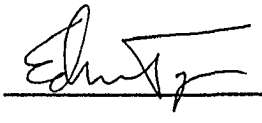
SIGNED: 

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ABSTRACT

This dissertation analyzed the "no pass/no play" (np/np) policy and examined its impact on minorities and at-risk students. Philosophies, goals, objectives, and activities associated with the planning and implementation of the np/np rule were also reviewed. Using the parallel pairs model to evaluate data germane to the np/np rule allowed this researcher to study, sort, compare, and evaluate the data associated with the planning and implementation of the no pass/no play policy.

Examination of this policy revealed differences between the anticipated results and the actual impact that the policy had on minority and at-risk students.

The results of the study indicated that the np/np rule was implemented long before there was a clear understanding of its potential problems. While there continues to be a lack of consensus among educators and administrators as to the effectiveness of the np/np rule, most educators are aware of the negative impact on minorities and at-risk students.

PREFACE

A quotation by coach Hal Eustice (1986, p. A14):

> I keep thinking that the people who make the rules have not always thought of or worked with many of the students who are in trouble.

As a school administrator, educator, school counselor, and three time All-American athlete, I feel it is important to take a closer look at the processes leading to the adoption of the "no pass/no play" (np/np) rule. Examination of the implications of the no pass/no play rule may provide deeper insights into the processes of policy formulation, implementation, and impacts on athletics, and more specifically, minority and at-risk students directly involved in athletic programs.

CHAPTER 1

INTRODUCTION

Missions Without a Blueprint (Bode, 1988): Rationale for the Study

In response to concerns from educators, parents, and legislators that student athletes were not receiving an adequate education, the Arizona State Board of Education (ASBE, 1989) enacted a policy in 1986 to mandate academic eligibility criteria for these athletes. The "no pass/no play" (np/np) rule specified that students must maintain standards established by the policy to be eligible to participate in high school and intercollegiate competitions.

At first glance, the development and implementation of the np/np rule might have seemed like a good idea, one that would enable administrators, teachers, and community leaders to resolve what they perceived to be a problem of raising academic motivation in some minority and at-risk students by setting up some rules to correct it.

However, when examined more closely, it is evident that the np/np rule was a reactionary response that did not recognize or address the real problem. Those who implemented the policy did not have an organized methodological plan that could lead them to valid

conclusions about student motivation. Mission statements were never written, goals were never established, and activities were not congruent with objectives. No consensus existed among educators and community members. Consequently, the simplistic rule or policy addressed only one perceived problem. If implementors had considered the impact of the np/np policy on students, it might never have been enacted (Eustice, 1986).

How is the np/np rule affecting a wide range of minority/at-risk students? For those minority and at-risk students impacted by the policy, the result is that they become discouraged and drop out of school (National Commission on Secondary Schooling for Hispanics [NCSSH], 1984).

There are many reasons students fail to do well in school. Expecting discipline to replace motivation is very poor pedagogy. Administratively, to implement a rule before understanding the problem is at best reactionary and is at worst detrimental to the very students who need help the most. If educators are going to make a difference, the focus needs to stress improved student achievement and teacher performance, with a concern for all students, not just the athletes (Harper, 1986).

The following section defines the np/np rule in terms of Arizona State School Board Policy, Arizona State Board of

Education policy, and in practical applications by public schools. It also considers the views of two authors with very different points of view on the subject of the np/np rule. The underlined words emphasize the relevance of the policies to the np/np rule.

Arizona Law or State School Board Policy (A.R.S. 15-705)

A. Each governing board after consulting with parents and teachers shall adopt policies and procedures governing requirements for pupil participation in extracurricular activities. The requirements shall meet or exceed the minimum requirements prescribed by the state board.

B. The State Board of Education shall prescribe rules for policies regarding pupils' participation in extracurricular activities including state requirements.

The minimum state requirement:

1. Shall be appropriate to the grade in which the student is enrolled;

2. Shall be based on the number of courses passed or failed, on grades received or on a combination of these factors;

3. May incorporate additional factors;

4. Shall consider the minimum course of study and competency requirements prescribed by the state board pursuant to A.R.S. 150701.01.

Arizona State Board of Education

R7-2-808 (1989). Pupil participation in extracurricular activities.

Definition: Eligibility to participate in extracurricular activities.

To be eligible to participate in extracurricular activities, a student shall be

required to earn a passing grade in each course in which he/she is enrolled and maintain satisfactory progress toward graduation.

The governing board shall establish the criteria for a passing grade.

Students declared ineligible will remain ineligible until all grade or credit deficiencies have been made up, pursuant to local district policy.

Each governing board shall consider the cultural traditions of the pupils when establishing or enforcing rules related to participation in extracurricular activities (A.R.S. 15-347).

The No Pass/No Play Rule as it Appears In Many School Handbooks

An examination of various Arizona school handbooks produced the following composite of the np/np rule as utilized in these schools.

A student, grade 6-12, not meeting academic requirements set by his/her school may not participate in any extracurricular activities until such requirements have been met. The requirements may range from maintaining an overall "C" average to passing all core classes with a "C." Variations may include a combination of passing 3 out of 5 core classes or a student receiving an "F" in any class would not be eligible to participate, until grade requirements were met.

The following two passages are from authors with very different points of view concerning the np/np rule:

Santee Ruffin (1986) concluded that

The call for academic eligibility requirements for athletes should not be viewed as a political response to recent studies of high schools. Those measures that are taken to retain

> the dignity of scholarship in the phrase "student-athlete" must be in the best interest of the students.
>
> Athletic ability does not have a color, nor does academic achievement. If all the recent discussions and decisions regarding academic eligibility requirements have caused student athletes, coaches, teachers, administrators, parents, and communities to move toward putting athletics in proper perspective, the time has been well spent (p. 8).

Conversely, Thomas Harper (1986) concluded the following:

> I find it almost impossible to support a minimum academic standing for athletics or other activities. Minimum academic standards have been with us a long time, but have not been strictly enforced or monitored, primarily because they are virtually impossible to standardize. If we are going to make a difference, every effort should be made to improve student achievement and teacher performance--not just for those who participate in activities. We must avoid the mandated policy syndrome, which far too often winds up short of its mark. We as educators, particularly in the public schools, must start early in the academic training of our students to teach the value of excellence (p. 4).

In both Arizona law and State School Board Policy, the term extracurricular activities is used to clarify the difference between athletics and academics and to place a higher value on academics. These policies stipulate that one must do well in academics (the higher valued) before one can participate in athletics (the lower valued). This idea of separating athletics and academics and giving one a higher value amplifies a major problem associated with the framing of the np/np rule. When one considers the cultural

traditions of extracurricular activities, it is clear that the assumptions and subsequent impacts of np/np and the philosophic bases on which this decision was made may not yet be fully understood. Regardless of whether a student is promoted, athletic experiences enrich his/her life and improve judgment skills in other areas. Framers of the np/np rule must consider these cultural traditions.

Significance of the Study

Educators and administrators must constantly identify, investigate, and evaluate their philosophies of education prior to formulating and implementing policies. The impact of policies in the educational setting must be consistent with these philosophies. Before a program is implemented, responsible educators and administrators must seek answers to the following questions:

1. Is it necessary to have a consensus among the staff as to the purpose of an educational/ policy process?
2. Would a deeper understanding of the content, context, and value of a policy eliminate confusion, rebellion, or even subversion by other members of the staff who may feel left out of the process?

3. Have we analyzed the impact of the policy on all students, particularly at-risk and minority students involved in athletics?

These questions are very significant to policy analysis and implementation.

> The content, context, and educational value should be evaluated at the inception of the educational process and the educational value of any program can be modeled and should be evaluated for significance to the current educational methodology (Saunders & Schlessman-Frost, 1987).

When one considers the value placed on athletics at all levels of education throughout history (Helman, 1989) and the fact that there was not a strong consensus among administrators and educators regarding the implications of the np/np policy, one must ask how and why the np/np rule was implemented? Could it be that the framers of the np/np rule were not paying attention to the literature on extracurricular activities or to the objections of their colleagues in the field when they designed the no pass/no play rule? Were there other hidden agendas that were not mentioned? Despite criticism of the plan (Eustice, 1986; Breinig, 1986; Joekel; 1985), legislators and a few educators forged ahead with the np/np rule. These agendas lead one to question the basis for the np/np rule in educational systems in the United States as well as the dynamics of their implementation.

Statement of Purpose

The purpose of this dissertation was to analyze the no pass/no play policy and examine its impacts on minorities and at-risk students involved in athletics in the Southwest. The study utilized a series of models to define, sort, and evaluate the philosophies, goals, objectives, and activities associated with the planning and implementation of the np/np rule. To complete this analysis, it was necessary to (1) define and organize the major categories and variables germane to the np/np rule; (2) compare and contrast the categories and variables through the use of a parallel pairs model; and (3) evaluate the formation, implementation, and impacts of the np/np policy, particularly its impact on minorities and at-risk students involved or hoping to participate in athletics.

Research Questions

Specifically, this study examined the following questions.

1. Will the long-term effects of minimum standards for athletes be negative or positive for students overall?
2. Will student athletes become discouraged and drop out of school?
3. What are the consequences for failing students who do not participate in athletics?
4. Will imposing minimum standards for athletes improve the quality of education?

5. Is too much emphasis being put on a grading system that is not standardized?

6. Will a minimum grade requirement for athletes lead to grade inflation?

7. How will the np/np policy affect special-need students, i.e., minorities and at-risk students?

Assumptions

This study made the following assumptions:

1. The educational process can be broken down into discrete parts, which may be identified and analyzed.

2. A procedure for analyzing the premises of the educational process can be developed using an integrated model for the categories and variables.

3. Identification, categorization, and evaluation of the formation, implementation, and repercussions of the np/np rule can lead to an improvement in policy analysis and implementation.

Limitations

The continuing fundamental dispute among decision makers regarding the comprehensive purposes of education in America increased the possibility of bias in the values espoused here. The study was also limited by the use of one model, the parallel pairs structure.

Another limitation concerned the absence of explicit philosophical value orientations set by those reviewed here.

This researcher had to extrapolate from the decisions made about the np/np policy.

Definition of Terms

Analysis. To break into parts or variables. As analytic, dealing with the components of a larger composite. As opposed to critical or speculative. An orientation in which the words and concepts must be empirical and denotative (Saunders, 1976).

At-Risk. Any student that exhibits behaviors of discouragement, lack of personal responsibility, low self pride, and low motivation for learning (Borba, 1992).

Category. A group of items having specific properties as defined by criteria from a particular subject or universe of discourse (Saunders, 1976).

Extracurricular Activities. All interscholastic activities that are of a competitive nature and involve more than one school where a championship, winner, or rating is given (ASB R7-2-808).

Hypotheses. Informing rules to direct and determine the structure of the inquiry. Hypotheses are "instruments to construct the system" (Saunders, 1988). They have their own criteria for evaluation of adequacy.

Method. A pattern, procedure, or order for acting (Saunders, 1976).

Minorities. Afro-American, Asian-American, Hispanic-American, American Indian (U.S. Census Bureau, 1991).

Model. A framework for organizing ideas that establishes relationships among the ideas, giving meaning to the ideas (Saunders, 1976).

Model Integrity. Integrity of the model demands careful attention to precision, clear criteria, consistency, parsimony, categorical meaning, and all the minimum canons of logical rigor (Saunders, 1976).

Model Identification. A system in which components are arranged for purposes of evaluation must place the components in some relationship. A sequence or pattern which has evaluation criteria to measure internal relationships of the various components within the system. The contextual-relational format which has each evaluation criterion tied to specific components of the system with summary evaluation criteria should allow for an evaluation of the entire system (Saunders, 1976).

No Pass/No Play Rule. A set of rules, standards, or policies set by the state legislature or by the state school board to limit the participation of a student in an extracurricular activity because of poor academic performance (A.R.S. 15-705).

Plan. Reduced randomness (Saunders, 1976).

Thought Style. Prescribes the ordering in the judgment process (Davis & Saunders, 1972).

Values. Plans that establish purposes for content and structure of activities. A judgment base; selective system. The directive for choice and planning (Schrader, 1990).

Variables. Variables are those components or topics that must be considered by each category to complete an accountability system (Schrader, 1990).

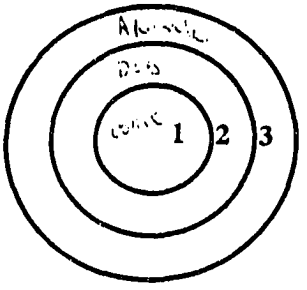
CHAPTER 2

METHOD

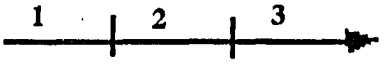
> Characters in search of an author are in no bigger quandary than categories and variables in search of a model (Saunders, 1976, p. 10).

In Chapter 3, the literature review uses a pairs model to define, organize and compare the literature in the field which is germane to the np/np rule. This process not only reviews the literature in the field, it also helps to evaluate the pertinent material.

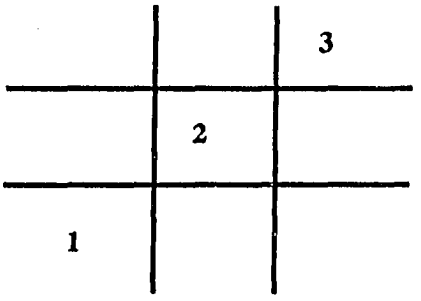
In Chapter 4, two parallel pairs models designed by Saunders (1976) are used to define, sort and evaluate further the germane issues associated with the np/np policy. The first model establishes a basis of reference concerning the differences in thought styles among realists, idealists, and experimentalists. The second model compares, outcomes assumptions, and criteria to policies, interventions, and their impact on at-risk students. This model also evaluates these comparisons to analyze the no pass/no play policy and examine its impacts on minorities and at-risk students. Before examining the specific models in Chapters 3 and 4, this study first looks at three types of models and gives a brief explanation of each. There are several types of models. Of the three illustrated in Figure 1, Target,



Target Model



Sequence Model



Relational or
Contextual Model

Figure 1. Syntactical Model Types.

Source: Decker & Saunders (1976)

Sequence, and Relational or Contextual, this study uses the relational model.

A good explanation of model types can be found in Model For Models (Decker & Saunders, 1976).

> Models can be framed in many different ways. One initial, if simplistic, taxonomy is to explore some of the most basic structural problems of models by illustrating the differences in language patterns which can emerge in a determinate way from alternative cases of model topologies.
>
> Model topologies can be loosely defined as graphic efforts to present incompatible sequence forms in illustrative forms. Basic structural problems of models involve inclusive, linear, and relational properties. Sequences may incorporate, list, and/or coordinate.
>
> Models then can be of several types. Experience claims come in models. It may be helpful to see how three types of models dictate assumptions, language, and experience which thereby implicate the user in specific statements about the relationships of the data which become direct predicates of the basic model.
>
> Examine the syntactical model types in Figure 1. Each of these models informs experience and each one does a distinctively different task. Each model supplies ways of integrating selected categories through which conclusions and the language of those conclusions are made coherent. The first model could be termed a target model inasmuch as each term, concept, or idea is left as an inclusion case of the more generic classification. The language necessary for this classification includes such terms as "inside," "outside," "included in," "generic to," "class of," "member in," "set," etc. (p. 28).

The target model provides an effective method for illustrating the concept of inclusion, whereby larger circles include all that is contained within their smaller

circles. For example, the smallest circle may enclose a cat, with the next-largest circle including mammals, and the largest circle representing all animals.

> The second type of model could be labeled a sequence or chronological model. Language appropriate to this kind of model would be "ahead of," "behind," "in line with," "a step on the continuum," "rank order," "cause," "direction," etc. (Decker & Saunders, 1976, p. 30).

This model is useful for depicting a timed or chronological sequence of events, e.g., World War I, World War II, the Korean Conflict, Vietnam.

> The third type of model is a more complex framework and could in all likelihood be seen as a model capable of exhibiting all of the relationships of other models given a proper topological expression. Language appropriate to this type of model would include the language of the other models as well as permitting the term relational or contextual to gain new status. Experience is had in terms of the model adopted as the instrumentality for experience (Decker & Saunders, 1976, p. 30).

This model can compare length of instruction or amount of time with quality of instruction by putting time on the y axis and type or quality on the x axis.

> In general then, the use of the term model can be found in many and varied subject matter areas. There appears to be no definition of the term, nor is there any evidence of a taxonomy of models. One can only assume that this situation exists because of the many uses models can and do serve. There can be little doubt that the use of the term is a convenience to many people in their efforts to illustrate or explain systems, theories, or matters of fact. Whatever its use or purpose, it is incumbent upon the user to define the term "model" relative to the service his model renders" (Decker & Saunders, 1976, p. 31).

In order to compare assumptions about education and the effects of the np/np rule, this study uses the contextual model to look at the np/np rule and its impact on at-risk and minority students. However, before examining actual models, a common base of understanding of terms must first be established. To that end, the following explanations of various terminologies are provided.

> PHILOSOPHY is a technique for thinking, and is especially concerned with examining our assumptions and defining our concepts. Social philosophy and the philosophy of education are concerned with the assumptions we make and the concepts we use in thinking about society and education (O'Connor, 1957, p. 111).

Three philosophies (idealism, realism, and experimentalism) relate to the np/np controversy.

> IDEALISM--There are many misconceptions about the philosophy of idealism, most of which derive from the name itself, which really ought to be "Idea-ism". Any concern which this philosophy may have with ideals qua ideals is secondary and derivative. According to idealism the ultimate reality of the Universe is both intelligible and expressible in terms only of ideas rather than in terms of spatial matter. We cannot know our environment directly, only indirectly, and the physical world depends for its very existence, or at least for its organizational form, upon mind or spirit. Thus, idealism concludes that the Universe is entirely an embodiment and expression of Mind. Bishop Berkeley (1685-1783), for example, began with the fact that the qualities of objects, e.g., their color, size, shape, weight, etc., change with the conditions of our perception; and hence, he suggested, they are in reality ideas in our mind, or, when we are absent, in the Mind of God. In opposition to realism and materialism, idealism insists that the basic and essential "thing-in-itself" is the very stuff of

> the Universe, is mental and not material, is Mind not Matter (MacDonald, 1930, p. 39).

The idealist view of education places a high value on ideas and concepts than will enable an individual to examine the meaning of life. The idealist also supports art, music, philosophy, and history as endeavors that form the whole person--spirit, mind, and body. Therefore, they would not generally see math and science as more important than the arts or philosophy and would probably not support the notion that achievements in math and science should be a natural prerequisite to performing in the arts or athletics.

> REALISM--The very existence of idealism as a philosophy implies its opposite--realism. Idealism had a long run of popularity among philosophers, but during the nineteenth century it came under constant fire from both the traditional, or essentialist side, and from the progressive side, and realist philosophy began to reassert itself. Realism maintains that the objects of sense-perception, or of knowledge, exist independently of the perceiver or knower. Knowledge is merely the process of discovery of the objective world. Realism received a great boost from the development of the natural sciences and the virtually infinite multiplication and examination of factual data; in this way the objectivity of the external world was increasingly emphasized. There were "things" to be discovered, to be analyzed, to be correlated, to be forced into some pattern of cosmic coherence; and with the vast development of technology and the improved techniques of instrumentation it became increasingly possible to examine the "real" world, from galaxies in infinite space to pions and muons in the atomic structure. Many of there elements may be elusive, but they are no longer felt to be undiscoverable or simply "mental." Thus idealism asserts that only "ideas" have ultimate reality: realism, per contra, asserts that only "things" have real existence (Macdonald, 1930, p. 39).

Since the realist's view of education places a high value on math and science as skills necessary to equip people with the knowledge and rational powers to survive, they in general view the arts and athletics as secondary to "real" learning. Therefore, they would probably support the idea that achievements in math and science should be prerequisites for participation in other areas, e.g., arts or athletics.

> EXPERIMENTALISM. Experimentalists believe that one can only know what is experienced. One presently experiences the here and now. The human being cannot experience the future. But, one reconstructs past learning to harmonize with the present (Ediger, 1976, p. 2).

According to experimentalism, knowledge is not absolute. It changes in terms of relevance, accuracy, and usefulness, and change is a key concept. New knowledge is needed to offer solutions in problem-solving situations, and formalism, rigidity, and dogmatism are three concepts which experimentalists reject. Thus, the experimentalist view of education would be to help the individual become a productive member of society. To expand and refine the options of students would be their goal. Therefore, limiting students' options would in general not be acceptable.

Table 1 illustrates how these three philosophical points of view are placed into a pairs model to identify, sort, and evaluate the positions of different researchers.

Table 1. Parallel Pairs Model: A Philosophical Overview.

	IDEALISM	REALISM	EXPERIMENTALISM
Meaning: Method of	An attempt to formalize the ideas compatible with spiritual preposals; used metaphyaically of any system that reduces all reality to spirit.	Any system that denies the possibility of reducing the universe to terms or thought - existence is independent or consciousness.	The method of inquiry concerning means-ends-consequences valuation.
Philosophy	Coherence: Unity in Divine Mind—Intuition—Unfoldment—Reminiscence/Deduction, Transcendence.	Correspondence: ideas correspond to things but only ideas are true. Knowledge as mediate and immediate. Method of science.	The scientific or empirical problematic context: ordering or means toward ends-in-view nurturing intelligence. Method of science. Pragmatism
Men of —	(Plato W.E. Hocking)	(Aristotle Maritain)	(C.S. Peirce Dewey)
Real, True, and Good	That created and given by the living Mind—supernatural, monistic, rational, objective, absolute goodness is reflected universal.	Imminence, independence, external relations—external internal manifold.	The symbolic construct which adequately reflects the character of the nonpresent experience the symbolic future
Nature	The reality which is known to God: revealed or given to man: not sourced in nature.	The reality which is and can be known by man: regularity (discovered by man in nature--not created by him) laws, principles.	Used to designate those predictable constructions of experience related to mean ends-control.

Source: Saunders (1980)

Table 1, continued

	IDEALISM	REALISM	EXPERIMENTALISM
Social Policy	Conserve the heritage.	Transmit established knowledge.	Teach how to manage change.
Developing Taste	Study the master works.	Study the design in Nature.	Participating in art projects.
Classroom	Does not matter.	Sterile.	
Evaluation	Interms of how nearly the pupil has attained the ideal standards established by the best work, achievement and tradition of the past.	Measurement of achievement of learner as compared with objective norms of standardized tests and scientific measuring instruments.	Progress of the learner in terms of his own native ability to master facts, skill, and attitudes demanded by the social group of which he is a part.

Source: Saunders (1980)

Table 1, continued

	IDEALISM	REALISM	EXPERIMENTALISM
Man: His Nature and Destiny	Soul-Spirit-Mind Self determination to strive or not to strive for the absolute. Primarily each individual man is a soul. He is a personality having a spiritual context. Man as a thinking being is a part of God. - Spinoza Rational	Mind and Body. Man is a child of the natural order and a mixture of good and evil, and any attempt to better him must recognize this fact.	Social agent. Man is neither free nor determined, but can delay some responses long enough to reconstruct a total response which gives new direction to subsequent activity. An organism that lives in a constant state of transaction with the environment "of" which he lives. - Dewey
Man: Mind-Body Relationship	Body depends upon the mind.	Mental life and bodily existence go hand in hand. Mind-body rational-emotional form-matter.	Not two different substances. Constitute a continuity.
Learning	A process of spiritual intercourse, initiated by a self and resulting in that spiritual growth which comes from sharing experiences.	A process of physical interaction between an organism and a brain and the physical environment resulting in improved physical response on the part of the organism. Improvement proceeds by trial and error, leading to a system of tested knowledge.	Social interaction which discovers new techniques to solve problems. Discontinuous,m and involved with a complete rejection of the past, and disbelief in transcendentalism.
Learning Method	Physical, mental and moral discipline. Reading, textbook, lecture, drill, memorization. Absorbing ideas.	Mastering facts and information, Memorization.	Activity, mental, manual and social. Any method which motivates the learner. Problem solving.

Source: Saunders (1980)

Table 1. Parallel Pairs Model: A Philosophical Overview, continued.

	IDEALISM	REALISM	EXPERIMENTALISM
Education Aims of	To Attain the good life of the spirit. Largely intellectual.	To equip man with the knowledge, skills and rational powers to survive. adjustment of the individual society.	To help the individual become a socially efficient member of society. Education for change, to teach people to critically rebuild.
Curriculum	Subjects whose content consists of ideas and concepts. Especially history to find the meaning of life. Grammar, history, logic, great men.	Emphasis on math and natural sciences.	Includes all areas of human interest. It should not consist of given facts set out in advance, but rather should be a series of life problems to be solved.
School	One of the agencies that mediate between the mind and the spiritual environment. -Horne Teach both liberal and vocational education.	Aims at producing men who possess both culture and expert knowledge in some special direction.	To teach students how to think as well as what to thing. Learning how to think means learning how to learn by one's self. - Rayles

Source: Saunders (1980)

This method is utilized throughout Chapter 3, in which arguments supporting and opposing np/np are presented from the perspective of each philosophy (idealism, realism, and experimentalism). In contrast, Chapter 4 consolidates idealism with experimentalism as philosophies that generally advocate the value of incorporating academics and athletics in the school curriculum. Realism is discussed in Chapter 4 as the opposing philosophy, in which academic standards are seen as reinforcing less-favored activities such as athletics.

CHAPTER 3

REVIEW OF THE LITERATURE

The literature review was conducted using a second parallel pairs model (see Figure 2). In this model the realist, the idealist, and the experimentalist remained constant categories of philosophical orientation. However, the variables used were modified to reflect the views of the proponents and opponents with regard to the np/np rule. The literature review is consistent with the model in Figure 2, enabling the reader to refer to the model to compare and contrast various points of view. For example, the idealist for the np/np rule could be compared to the realist by looking at squares 1 and 2 in Figure 2. Also, it may be helpful to refer to Table 1 to compare and contrast the models and their content and context.

Comparing and contrasting the variables with the categories comprised the initial process of sorting and evaluating. The following sections provide an amplified examination of each component in accordance with the definitions of idealism, realism, and experimentalism shown in Table 1. Special attention to the literature related to minority and at-risk students is provided within the realism category (Box 2-1).

	IDEALISM (1)	REALISM (2)	EXPERIMENTALISM (3)
OPPONENTS OF THE NP/NP RULE (1)	1-1	2-1	3-1
PROPONENTS OF THE NP/NP RULE (2)	1-2	2-2	3-2

The boxes in Figure 2 are labeled to represent comparisons of categories. For example, Box 2-2 represents a comparison of the second category, realism, with the second variable, proponents of the np/np policy, while Box 3-1 compares the third category, experimentalism, with the first variable, opponents of the np/np policy.

Figure 2. Parallel Pairs Model of Classical Philosophy.

Idealists Against the NP/NP Rule (Box 1-1, Figure 2)

DeNitto (1987) elucidated some negative implications of the np/np rule:

> The policy "No Pass, No Play" that schools across the land are implementing is a serious educational injustice to young people. With this policy, educators (who should know better), boards of education, and politicians are implying that the three Rs must be learned at any cost and that music, athletics, forensics, and other performance subjects must be vassals to the lords of mathematics, English, and history. The policy implies that performance subjects are to serve as rewards, and most seriously, that the end justifies the means. The "No Pass, No Play" policy denies one of the most basic precepts that progressive educators through the centuries have held, namely that if only the intellect is developed, serious damage can be done to the human psyche. "No Pass, No Play" implies that the latter two are not important, yet these domains are important, and their development must be fostered as well as that of the cognitive domain.
>
> "No Pass, No Play" should be reexamined in light of human needs other than the need to know. Schooling must develop the total person and not just some fractional part of the person. The most vital need we all have is the need to become (p. 197).

DeNitto's point that developing only the intellect can cause serious damage to the human psyche is very important and should have been considered before implementation of the np/np rule. However, his criticisms of those who believe one domain of learning to be more important or to carry a higher value are even more significant.

Harper (1986) concluded

> I find it almost impossible to support a minimum academic standard for athletics or other

> activities. Minimum academic standards have been with us a long time, but have not been strictly enforced or monitored, primarily because they are virtually impossible to standardize. If we are going to make a difference, every effort should be made to improve student achievement and teacher performance--not just for those who participate in activities. We must avoid the mandated policy syndrome, which far too often winds up short of its mark. We as educators, particularly in the public schools, must start early in the academic training of our students to teach the value of excellence (p. 1).

Harper makes a very good point when he states that academic standards "are virtually impossible to standardize." Level of enforcement is dependent upon the interpretation of the responsible administrator. For example, an administrator who may have been a former athlete and is sympathetic to athletics will likely implement a more relaxed version of the np/np rule, while an administrator who did not like athletics may enforce the most rigid standards allowable.

Idealists for the NP/NP Rule (Box 1-2, Figure 2)

As indicated earlier, idealists focus on human needs and development of the "whole person." Those who support np/np believe that setting standards that are within the grasp of most students serves this outcome. For example, Durbin (1986) theorized that

> Participation in athletic programs is a valuable experience in its own right, one that should be available to all students doing passing work, not only to those who excel academically, according to the National Federation's executive director.

> If we accept the athletic experience as educational rather than as extracurricular reward, permitting participation only for the high academic achiever would deny some students access to this valid educational opportunity. Athletic participation, therefore, should not be a reward resulting from satisfying an arbitrary grade point standard. Such a standard may assist some educators and critics in beating their academic chests, but accomplishes little else. Certainly, we should not strive to place the high school athlete in the same position as Pavlov's dog.
>
> The fundamental purpose of a guaranteed high school education for all is not to produce college students. The record shows that vast numbers of high school graduates never go on to college, let alone participate in college athletics. Yet, they are expected to fit into the mainstream of American life as productive citizens.
>
> Athletics educate all participating high school students toward that end whether it be immediately after high school graduation or delayed by college attendance. High school activities do comprise "the other half of education" for students (p. 34).

Durbin's (1986) support for the value of athletic participation may seem to conflict with the position of favoring the np/np rule. Despite apparent contradictions, however, his assertion that "participation . . . should be available to all students doing passing work [emphasis added]" indicates that he endorses a moderate form of the np/np rule.

Brown (1988) summarized opinions about np/np:

> Because of the lack of research into academic standards for participation in cocurricular activities, most of the literature reviewed was primarily opinion, and provided only limited statistical information. However, the majority of authors felt that imposing standards above the minimum would be counterproductive and would drive students away from participating in

> activities, cause students to seek easier courses, or even drop out of school.
>
> What minimum standards, if any, should be established for students who participate in cocurricular activities?
>
> Minimum standards should be established for determining eligibility, but we must attempt to provide standards that are based on consideration for all students and academically sound principles. We must establish minimum levels of achievement that are within the grasp of the majority of students. We must consider the differences of the individual student, the purpose of the standard, and the possible effects. Eligibility standards should be a positive, motivating force. They should be based on fairness and reasonably attainable goals that focus on the total development of the student and are designed to meet the needs of each individual student (p. 49).

Although Brown is summarizing the positions, he still seems to advocate that minimum standards should be established for determining eligibility. However, we must attempt to provide standards that are based on academically sound principles and consideration for all students.

Realists Against the NP/NP Rule (Box 2-1, Figure 2)

In a Washington Post article, Vobejda (1986) recorded a situation where the np/np rule worked against the innocent:

> Eleven-year-old Nolan Arnes, who suffers from a learning disability, reads with great difficulty and fails many of his classes. But he rarely misses a day of school, his mother says, because he knows he can win awards for good attendance. When his perfect attendance earned a trip to an amusement park last year, however, his Houston elementary school wouldn't let him go.

> His third-grade report card hadn't met the Texas "no-pass, no-play" law that bars students who fail a course from extracurricular activities.
>
> "It made no difference that he had a learning disability. He did have F's. He was told he couldn't go," Lela Arnes said. She described her son leaving school that day empty-handed, while the other kids waved permission slips to go to Astroworld. "He was downcast." For Arnes and thousands of other learning-disabled youngsters around the country, the education reform movement has meant new hurdles in an already difficult journey through school.
>
> Stricter academic standards, competence tests for graduation and minimum requirements for extracurricular activities have been widely welcomed in the wake of critical reports on the nation's schools. But for these youngsters, whose disabilities place them somewhere between regular students and the more severely handicapped, tougher standards often mean failure or exclusion (p. A1).

This example clearly illustrates an insensitivity to handicapped students and sends the message that good citizenship (e.g., perfect attendance) is not valued.

It may be perceived by some that because minority and at-risk populations are relatively small, particularly in athletic participation rates, this issue warrants scant attention. However, in 1991, a Texas court recognized that the np\np statute did, indeed, have a disproportionate impact on minorities and at-risk students. Yet, it deemed that the plaintiffs had not pursued appropriate administrative remedies under the special education laws (Texas Education Agency v. Stamos, 817 S.W. 2d 387). This decision provides an important example of the injustice of a

system that not only fails to meet the basic educational needs of its special students but exacerbates the situation by ignoring their singular circumstances.

Arguments about the small number of minority/at-risk students affected by np/np were refuted by Montejo (1988), a minority and community leader in Eloy, Arizona, who stated that 80% of Eloy students affected by the np/np rule, i.e., involved in athletics, were either minority or at-risk students. Additional data related to the effects of the np/np policy on minority/at-risk students are discussed in Chapter 4.

Realists for the NP/NP Rule (Box 2-2, Figure 2)

An article written by an educational psychologist drew a parallel between the np/np rule and the Premack Principle:

> From an educational psychologist's point of view, the imposition of a C-average rule is little more than applying the Premack Principle. The Premack Principle states that one should use more-flavored activities to reinforce less-flavored activities. In this case, one uses participation in cocurricular activities (more-favored activity) to reinforce the studying it takes to earn required grades (less-favored activity).
>
> As simple as the application of this principle may sound, it is often misapplied. Too often, educators provide the more-favored activity first, and then expect the students to carry out their end of the bargain and engage in the less desirable activity. Saying that a student can watch his or her favorite TV program first, if he or she agrees to do his or her homework immediately afterward, is seldom successful. On the other hand, striking deals in which the

student does his or her homework first and then watches TV is often more productive.

> The C-Average Rule, a translation of the Premack Principle, in effects, says, "First meet the required academic standards, then you will be permitted to engage in your more-favored activity" (Tauber, 1988, p. 43).

A study conducted by Ligon (1989), asked the following questions:

1. Did students fail fewer courses after adoption of the No Pass/No Play rule?
2. Was the educational impact greater on students enrolled in extracurricular courses?
3. Did the dropout rate increase under the influence of the No Pass/No Play rule?
4. Did enrollments in honors courses decline under the influence of No Pass/No Play?
5. Did students agree that No Pass/No Play encouraged them to make better grades? (p. 18).

After the study, he came to the following conclusions:

> No Pass/No Play appears to have been a positive change. The downside may be that students who before might have stayed in school to participate in varsity sports appear to be dropping out at a slightly higher rate. On the other hand, students in general appear to be staying in school longer despite No Pass/No Play and the entire set of educational reforms. In addition, all students, especially those enrolled in extracurricular courses, are failing fewer courses.
>
> Clearly, because No Pass/No Play began during a time when many other changes were being implemented, one cannot conclude with assurance

> that this one rule change is responsible for these generally positive outcomes. However, this analysis of student data in the Austin Independent School District at least provides evidence that most of the feared negative effects of No Pass/No Play have failed to occur (p. 21).

Experimentalists Against The NP/NP Rule (Box 3-1, Figure 2)

Joekel (1985) warned: "Let's not forget the purpose of education in a democracy and the role that extracurricular activities play in our schools" (p. 3). He reminded critics that student activity programs are an integral part of education. In his concluding remarks, Joekel indicated that academics and student activities have coexisted quite naturally in our schools for many years, and educators should be aware of the value of academics and the value of student activity programs. Joekel went on to encourage us to build upon the past, examine what research says, and make sure the steps taken are beneficial to our youth. We must constantly seek ways to use both academic study and extracurricular activities to strengthen our educational system and preserve our democratic ideals of a quality education for all students.

Adler (1985) discussed idealism, pragmatism, and optimism relating to attitudes of athletes. Adler believed that most athletes enter school with optimistic and idealistic goals about both athletics and academics. However, athletic, social, and classroom experiences lead

them to become progressively detached from their classroom study. As a result, they abandon their aspirations and resign themselves to inferior academic performance. This is a failure of the institution to meet the needs of the students, rather than the inability of the student athlete to succeed.

Thompson (1986) found that student athletes have certain needs that differ from the general student population. She proposed a comprehensive program to enhance their academic potential without limiting their athletic eligibility:

> Although much discussion is indicative of the value of the value of participation, meaningful evidence is sparse. There are a number of positive variables in team sport participation that are conducive to success in the lives of these students. A need for a more comprehensive cooperative approach should be implemented. Coaches, counselors, and teachers can become involved in structured academic practices as well as career exploration strategies that are sensitive to athletic abilities and interests.
>
> The unique opportunity for formulating a plan to enhance academic potential reinforces the unquestionable benefits of participating in team sports. The positive variables that are assimilated by participants and which make athletics, successful--such as teamwork, discipline, cooperation, time management, organization, and pride in ability--can also be transferred to the student's academic repertoire.
>
> Contributors to academic failure can be modified by the following strategies and programs provided by the counseling department, the coaching staff, and the support of the teachers and administration. The counselor provides specific behavioral strategies to enhance study

> skills, the coaches maintain a mandatory study hall, and the faculty and administrators give feedback on performance (p. 18).

Solitz (1986) conducted a study to explore the nature of the relationship between athletics and school achievement. He concluded that eligibility requirements are not needed.

> These data argue strongly that student athletes' grades do not suffer as a result of participation in sports. To the contrary, athletes' GPA's are significantly higher than nonparticipating students. In addition, significantly fewer athletes receive a failing grade during competition than when they are not actively competing (p. 23).

Experimentalists For The NP/NP Rule (Box 3-2, Figure 2)

Schlessman-Frost (1992) inferred that experimentalists supporting the np/np would have to advocate the "growth principle," which is designed to open and expand options. This "growth principle" clearly challenges the np/np rule.

Saunders, during a course he instructed in 1988, agreed and extended the growth principle to larger organizational problems. He went on to say that

> The No Pass/No Play issue is primarily a value injunction assuming closed and parochial meanings of education, qualities of human objectives, and evaluative criteria for school accomplishments. Experimentalism as a philosophic orientation extends traditional academic evaluation to include the celebrated ideals and cherished moments of human life.

In this author's opinion, the no pass/no play policy contradicts the experimentalist dedication to expanding human qualities by using "integrity," "excitement," "loyalty," "sharing," "ownership," "new experiences," and other heuristic characteristics as the very essence of educational enterprise. On the other hand, he says, the no pass/no play policy is rather incidental in the overall sweep of educational planning for schools. A policy must be integral to other policies designed to set parameters for the school organization, and the no pass/no play policy is only one integral component. The school district must subordinate the specialized focus on collateral programmatic variables to the district's overall effective management goals.

Saunders (1992) pursues this point when he says that this switch from student involvement to organizational administrative effectiveness may not be a subtle one, districts nevertheless must not constrain their discretion in the interest of a controversial program component that may change with the private interests directing choices over time.

Summary

After reviewing the parallel pairs model for content, context and value, it is not possible to conclude that the np/np rule is a good or bad idea. It is possible to say

that there are many differing points of view on the formulation, implementation, and impacts associated with np/np rule. Therefore, it is fair to conclude that the np/np rule was implemented before its impacts were fully comprehended. Consensus among educators, administrators, and legislators was never established. Goals, objectives, and activities were not congruent with any formal mission statement.

CHAPTER 4

RESULTS

Taxonomy of Assumptions

This taxonomy of assumptions is consistent with the model shown in Figure 3, enabling the reader to refer to the model to compare and contrast various points of view. Using the parallel pairs model to compare and contrast the different philosophical points of view helps to isolate and further evaluate the various components within the model itself. The model then allows for further sorting and evaluation of the various components of the model. This process of defining, sorting, and evaluating ideas that are germane to the np/np rule helps to explain the context, language, and values used in the debates surrounding the np/np rule. Also, comparing components of models with other components allows for further isolation of ideas which help to establish a more comprehensive evaluation of a particular component. The value of any idea has no meaning unless it is related to or compared with something else (Saunders, 1992). Comparing components of a model gives it a relational value to other components within the model itself. Through this process, the ideas and debates surrounding the np/np rule are defined, sorted, and assigned

Categories	Variables					
	Extracurricular Activities A	Criteria B	History C	Realist Assumptions D	Experimentalist Assumptions E	Outcomes F
1 POLICIES	Policies Related to Extracurricular Activities	Policies Related to Criteria	Policies Related to History	Policies Related to the Realistist's Assumptions	Policies Related to the Experimentalist's Assumptions	Policies Related to Outcomes
2 AT-RISK AND MINORITY STUDENTS	At-Risk and Minority Students Related to Extracurricular Activities	At-Risk and Minority Students Related to Criteria	At-Risk and Minority Students Related to History	At-Risk and Minority Students Related to the Realist's Assumptions	At-Risk and Minority Students Related to the Experimentalist's Assumptions	At-Risk and Minority Students Related to Outcomes
3 INTER-VENTION	Intervention Related to Extracurricular Activities	Intervention Related to Criteria	Intervention Related to History	Intervention Related to the Realist's Assumptions	Intervention Related to the Experimentalist's Assumptions	Intervention Related to Outcomes

Source: Adapted from Saunders (1980)

Figure 3. Taxonomy of Assumptions Associated with the NP/NP Policy.

a value or meaning in relation to other points of view within the model. For example, assumptions about education can be contrasted based on an individual's support for or opposition to the np/np rule.

This tool is used to satisfy the third requirement of the study, which is to evaluate the assumptions to draw conclusions about the development, adoption, and impact of the np/np rule, a process that should have been completed prior to implementation.

In Figure 3, Categories 1, 2, and 3 represent policies, at-risk students, and intervention, respectively, and Categories A-G represent variables. Comparisons are made in the following manner. Box 3E, for example, represents a comparison of Category 3, which deals with intervention, with Variable E, outcomes. Once this sequence is understood, any component can be isolated, compared, and contrasted in an initial sorting and evaluation process.

Evaluation and summary of various points of view with regard to the np/np policy are designed to address the research questions enumerated in Chapter 1. Reference to Table 1 and Figures 1-3 will assist in comparison of models, and a narrative of policies and assumptions provides an amplified view of each component.

Category 1: Policies

The State Board of Education shall prescribe rules for policies regarding pupils' participation in extracurricular activities, including the state's requirement. Students, grades 6-12, not meeting academic requirements set by their school may not participate in any extracurricular activities until such requirements have been met (A.R.S. 15-347).

Assumption 1A: Extracurricular Activities. Most state school systems employ similar definitions of extracurricular and intercurricular activities. The qualification for extracurricular is that activities involve "more than one school where a championship, winner or rating is determined" (ASBE R7-2-808, 1989), while intercurricular activities are identified as "endeavors for which no credit is earned in meeting promotional requirements that are of a continuous and ongoing nature and are organized, planned, or sponsored by the district" (ASBE R7-2-808, 1989).

Assumption 1B: Criteria. According to Arizona statute A.R.S. 15-705, the minimum state requirement

1. Shall be appropriate to the grade in which the student is enrolled.
2. Shall be based on the number of courses passed or failed, on grades received or on a combination of these factors.
3. May incorporate additional factors.
4. Shall consider the minimum course of study and competency requirements prescribed by the state board pursuant to 15-701.01.

Assumption 1C: History. Does the past dictate the future? Malone (1988) described the history of athletics in this way:

> Since the beginning of organized society the athlete has been a revered, pampered, and exalted member of communities. And why not? Is it not reasonable to suppose that in primitive societies individuals with the speed and strength to run down and capture rabbits, deer, and other animals for food, would be accorded special status? In late, highly developed civilizations, such as Greece, where culture and art forms become means for enhancing social conditions, athletic contests ranked with the arts in importance. Rome continued the tradition of the idolized athlete (p. 239).

Helman (1989) examined at the np/np from a historical/political point of view and shed some light on the struggle between big-time college athletics and higher education. His work focused on the origin and development of eligibility rules and challenged commonly held assumptions that commercial and professional influences on athletics are a recent development. Throughout history, as evidenced by the dichotomous philosophies of the Athenians and the Spartans, a higher value has often been placed on one of these ideas over the other. The struggle between physical excellence and acquisition of knowledge continues.

Assumption 1D: Realism. The realist's assumption with regard to the np/np policy is that math and science are more important than aesthetic discourse. Education must prepare the student for life. Extracurricular activities do not

accomplish this; core courses do. Core courses, therefore, dictate participation in other activities.

Assumption 1E: Experimentalism. In contrast, the experimentalist's assumption is that athletics and education are both part of life's preparation. Each component contributes to the education process; therefore, both discourses are important parts of the curriculum.

Assumption 1F: Outcomes. The outcome envisioned by the designers of np/np was that all students placed on academic probation would study hard, correct deficiencies, and continue to do well scholastically. During the past 50 years, landmark decisions involving educational issues have been mandated. Has the desired outcome been achieved? According to Harper (1986, p. 3), "In most cases they have not." Opposition to minimum standards for athletics is based partially on the effect athletics have on students. In a 1968 court decision, Kelly v. Metropolitan County Board of Education of Nashville, it was determined that the athletic program of the secondary school is an integral part of a student's total educational experience. In 1986, the Arizona Daily Star ran two headlines: "Rules may Hurt Some Now, But Will Help in the Long Run" and "Athletes Find Hitting the Books Comes Before Hitting the Football Field" (Eustice, p. A14). In 1987, the same paper's headlines read: "New Eligibility Rule has Little or No Effect"

(Arizona Daily Star, p. C6). This article went on to say that 10% of all student athletes in the Sunnyside School District did not meet revised standards and were declared ineligible for extracurricular activities.

Assumption 1G: Evaluation. If the assumption (1E) is that athletics and education are both part of life's preparation and that components of each contribute to the educational process, state criteria (1B) fall short in considering the full range of possibilities for "academic requirements." There is also a conflict between Assumption 1D (Realism) and 1F (Outcomes). The assumption was that core academic classes would help to prepare students to be contributors to our society. However, outcomes in some Arizona schools after one year showed that many athletes were still ineligible and were no better prepared academically than before the np/np rule was adopted. There was absolutely no correlation between increases in grade point averages and suspension from extracurricular activities (Montijo, 1988). However, it can be deduced from the success rate of the Paul Laurence Dunbar Senior High School in Washington, DC, and others, that there is a direct correlation between quality teaching and student success (see Harper, 1986). A study of classrooms across the nation reveals that some teachers are neglecting basic principles of learning: (1) Youngsters will learn only to the extent

that they are involved and see personal meaning in what they are learning and (2) students react to learning stimuli even if they are self-stimulated (Ligon, 1989). The most important single ingredient in learning is students' perception of their teacher. This perception of the teacher greatly affects the extent and duration of learning (Ligon, 1989). Indeed, higher standards and reviews of this research may eliminate the need for standards that limit students' options.

The realist's assumption in 1D contains too many unexplained value bases. All students declared ineligible will remain ineligible until all grade or credit deficiencies have been alleviated, pursuant to local district policy. The premise here is that if one really wants to do something (athletics) badly enough, he/she will do other things (academics) well to "earn" the right to participate. This assumption places a higher value on discipline and advocates control over enjoyment. It also implies that athletics is not really a discipline.

Experimentalists (1E), in contrast, expect to apply the principle of "growth for the sake of growth" (Saunders, 1991). They support Dewey's (1917) principle designed to ensure the autonomy of inquiry, which clearly must include inquiry as athletic involvement. Limiting the options of a student because he/she is unsuccessful in one area violates

this growth principle. Greater success may be achieved by providing intervention strategies to instill realistic goals and to enhance academic and athletic performance.

Category 2: At-Risk and Minority Students

Before discussing the taxonomy of assumptions about at-risk and minority students, it is important to take a closer look at current trends in multicultural and at-risk education as they relate to the np/np policy.

For the purposes of this study, the following composite of definitions for at-risk students is utilized. At-risk students include (1) young people from poor families of all ethnic groups who face discriminatory policies and practices; (2) girls and young women who miss educational opportunities routinely afforded males; and (3) children with special needs that are not met or who are improperly categorized because of handicap or learning difficulties.

At-risk and minority students are already in danger of failing because of their inequitable position in the educational system. The np/np policy represents an additional obstacle. Consider John Dewey's (1915) four questions as they relate to minority/at-risk students impacted by the np/np policy.

1. What can be done to bring the school into closer relation with the home and neighborhood life?

In minority neighborhoods, athletics is seen as a very important tool in life, one used to escape poverty, ignorance, and oppression.

2. What can be done in the way of introducing subject-matter in history and science and art that shall have a positive value and real significance in the child's own life?

To a student athlete, history, science, and art can be very important parts of their athletic experience. How many football players need to know the shortest distance between two points and how to find that information? Would a wrestler concerned with losing weight be interested in anatomy, physiology, or the nutritional values of foods? Might a weight lifter benefit from studying the principles of pulleys and levers or the javelin thrower from learning various angles of trajectories? This type of information can be essential when the low scores of minority students in the areas of history and science are considered (NCSSH, 1984).

3. How can instruction in reading, writing and arithmetic, the formal subjects, be carried on with everyday experience and occupation as the background, and made interesting by relating them to other studies of more inherent content?

Curricula could be developed specifically for student athletes with special emphasis on the minority population. Strategies such as those described above would relate

academic subjects to topics of interest to individual groups.

4. How can adequate attention be paid to individual powers and needs?

The minority athletic population must be seen as a special group of students with special needs. Attention to these particular needs through specific intervention strategies will empower them to succeed.

The following taxonomy of assumptions related to minority and at-risk students further enhances understanding of problems associated with implementation of the np/np policy.

Assumption 2A: Extracurricular Activities. The language used by the Arizona State Board of Education regarding at-risk students and athletics is very general.

> Each governing board shall consider the cultural traditions of pupils when establishing or enforcing rules related to participation in extracurricular activities (A.R.S. 15-347).

However, a study, that examined the courses selected by ninth-grade students who later dropped out of high school reveals the relationship between at-risk students and extracurricular activities (A.R.S. 15-347). Longitudinal data were available for high school students in the Austin Independent School District (Texas) from 1978-79 through 1982-83. The courses selected by high-risk students in

ninth grade, including extracurricular activities such as band and sports, were examined for a relationship to student retention. By carefully analyzing the data, students were classified according to grade point average, gender, ethnicity, and involvement in serious disciplinary incidents. Those with the greatest risk of dropping out were identified as at-risk. Courses were divided into three categories, above average, average, and below average, based on the number of students who remained in the class. Classes that retained a high percentage of students included Spanish, introductory algebra, world history, dance, photography, biology, drawing and painting, and varsity sports. Below-average courses included drama, Spanish for native speakers, fundamentals of mathematics, field sports, and electronics. High-risk students enrolling for band remained at higher risk than those who participated in varsity sports, again highlighting the value of participation in athletics.

Assumption 2B: Criteria. The American Council on Education (1986) advocates intervention strategies for minority and at-risk students that go beyond the simplistic criterion of "considering the cultural traditions of pupils" (A.R.S. 15-347). Instead, they support the following ideas:

1. All student groups, including minorities and other at-risk groups, have high aspirations and can achieve academically.
2. Minority students have talents and abilities that are inhibited by practices of the educational system.
3. Making necessary changes in the educational system will take much expenditure and effort.
4. Schools need help in providing necessary services through collaborative arrangements. Teaching and learning activities should include development of decision-making and social action.

Assumption 2C: History. Documentation of the effects of the np/np rule on at-risk students is limited. However, the history of minority student failure, which falls in the category of at-risk, is well-documented. For example, 45% of all Mexican-American and Puerto-Rican youth never finish high school. In 1986, minorities comprised approximately 30% of the student population, and illiteracy among minority students was as high as 40% (National Council on La Raza, 1987). Had the implementors of the np/np policy considered these statistics, they could have predicted that many students affected by the np/np policy would be in the at-risk or minority category.

Assumption 2D: Realism. Realist policy implies a tendency to accept or lean toward the deficit model of cultural traditions which maintains that children from minority-culture backgrounds often come to school with cultural and linguistic defects that must be remedied. In many public schools, students with cultural differences are still viewed as deviant, deficient, disabled, or disadvantaged (Poplin, 1983).

Assumption 2E: Experimentalism. This policy supports different learning styles for members of diverse groups and advocates teaching strategies that do not stereotype minority students into particular learning behaviors. Poplin (1983) proposes that within the field of education, cultural pluralism should allow every American child the right to maintain his/her identity with home and community experiences of socialization. Supporting children from all cultural backgrounds must include allowing them the opportunity to gain the positive experiences provided by participating in extracurricular activities.

Assumption 2F: Outcomes. Teachers and administrators who seek to mainstream minority and at-risk students adversely affect the learning outcomes for these students. This philosophy of assimilation is supported by the English-only movement as evidenced by the goals espoused in their newsletter, U.S. English Organizational Goals (1988):

- To promote national unity by maintaining a common language for the people of the United States.
- To help minimize division along racial, ethnic, and linguistic lines.

However, minority and at-risk students are likely to feel uncomfortable in the classrooms of predominantly white institutions. The np/np rule, which favors the white student, is just one example of inequitable policies. The culture may seem alien or intimidating. The nonverbal cues from peers and teachers may inhibit them. Some minority students may be reluctant to participate in class discussions. In some cultures, the instructor is seen as an authority figure, not to be questioned or disagreed with. Not surprisingly, faculty members may interpret this lack of participation as lack of interest. Students may also fear a critical response when speaking in class. It is easy to interpret silence as inability or unwillingness to participate, leading to the false conclusion that these students are not academically prepared or have nothing to contribute. Teachers who actively solicit classroom participation can make a crucial difference for minority students (ACE, 1986).

Assumption 2G: Evaluation. Beginning with an erroneous assumption (that cultural diversity is not valuable) cannot lead to methodologically consistent

criteria and outcomes. Since most students affected by the np/np rule are at-risk, not meeting the minimum requirements set by the state may be one indicator of an at-risk student. The vague and hidden values of the criteria used by school boards to exclude students from extracurricular activities are simply means of supporting the deficit model, which holds that children from minority-culture backgrounds are deficient or disadvantaged and have cultural and linguistic defects that must be remedied. It is not coincidental that a policy which assumes minority and at-risk students are inadequate excludes so many of these students.

Category 3: Intervention

School districts are required to provide educational support services for students who are declared ineligible under the np/np policy. These services may include additional teacher assistance, counselor assistance, before and after school study halls, and volunteer peer tutors (ASBE R7-2-808, 1989).

Assumption 3A: Extracurricular Activities. Framers of the np/np rule see only one relationship between intervention and extracurricular activities, that is, they both occur after school. The opportunity to merge academics with athletics is not considered. All athletes, consciously or subconsciously, use various principles of anatomy, physiology, kinesiology, biology, geometry, and trigonometry

in one form or another when competing in athletics; and intervention plans should incorporate these processes into the curriculum.

Assumption 3B: Criteria. The intervention criterion set by state school boards for ineligible students was weak in that it was never clear how mandated teacher assistance, counselor assistance, or study halls would function. There was no definition of what would comprise a good intervention plan.

The John Jay College Athletic Counseling Program (1987) has three basic criteria:

1. Give athletes special help so they can cope with the pressure of dual commitments.
2. Help student athletes realize they are students first and athletes second.
3. Provide information to all concerned faculty and staff by developing a comprehensive awareness and understanding of the circumstances facing them in relation to student athletes.

Assumption 3C: History. Throughout the history of American schooling, students have been required to stay after school to learn what they could not learn during the regular day. Even worse, grade-level promotion is sometimes delayed to allow the student to "catch up." The notion of using punishment as a strategy in education has been

contested by educators for years. Yet, the authors of the np/np rule seem to think that if a strategy does not work, it must simply be applied with more intensity.

Assumption 3D: Realism. The realist's assumption is that if a student is failing, tutoring before and after school will help. Unfortunately, those personnel who are unsuccessful in teaching these students during the normal school day are the same ones assigned to provide before and after school assistance. Additional ineffective behaviors do not somehow make them beneficial.

Assumption 3E: Experimentalism. The experimentalist's conclusion, drawn from examining intervention as a solution, is that the system is not meeting the needs of the student and, therefore, not functioning effectively. This conclusion places the burden of responsibility on the system and not on students' inability to learn. To be successful, intervention strategies must be designed to restructure the curriculum to meet the needs of the students.

Assumption 3F: Outcomes. The intention of framers of the np/np rule was that ineligible students would receive tutoring and would somehow learn what they needed to know. This plan has some merit. The problem arises in their failure to specify the details. The John Jay College Athletic Counseling Program (1987) has some creative intervention strategies:

1. Counselors and other educational support staff must recognize the completely absorbing role sports have played in the lives of student athletes. No hope of helping them in striking a balance is possible unless we better understand this prevailing imbalance that characterizes their lives.
2. Counselors must help athletes face reality. Only 2% of young athletes make the professional ranks. Flexible career goals must be set. This is a prudent course even if a student does become a professional athlete, because professional careers tend to be short.
3. Counselors must rid themselves of their own stereotypical thinking about athletes. This would allow counselors to aid athletes to formulate cogent perspectives on themselves and their futures.

Assumption 3G: Evaluation. There is quite a gap between the assumptions in 3D and the outcomes in 3F, especially when the criteria in 3B are so vague. It is simply assumed that if a student is failing, tutoring will make a real difference. No explanation of how to take the student from a failing position to the point of eligibility is provided.

In all cases, when assumptions about education have been compared with desired outcomes, no positive correlation has been found. This helps to illustrate the notion that the goals, objectives, and activities of intervention strategies are not congruent with expected and desired outcomes.

Summary

Chapter 4 discussed definitions and criteria and examined the history of extracurricular activities in educational institutions. It addressed the realist and experimentalist views related to the np/np policy and related outcomes based on these views. A parallel pairs model was utilized to compare and contrast the different philosophical points of view related to the np/np policy. Through this process, the ideas and debates surrounding the np/np rule were defined, sorted, and assigned a value or meaning in relation to other points of view within the model. The evaluation component was used to draw conclusions about the development, adoption, and impact of the np/np rule, a process that should have been completed prior to its implementation.

CHAPTER 5

CONCLUSION

The major assumption of this dissertation, that No Pass/No Play is an unwarranted policy in a democracy, follows from the model chosen with which to explicate this perspective. This is to say that the open democracy is best served by "those ideas that survive the open market place of competition." This open market place can only be established by the structures or models found in the philosophy of science.

If as C. S. Peirce writes, "the truth will emerge in 20,000 years if everyone adopts the method of science," a model designed after the science paradigm will produce the ultimate forms of democracy. When this process is followed, education will surely allow, or even insist on, the kinds of equity to be found in a rejection of the No Pass/No Play policy.

The Saunders model is accepted as an example of this expression of the democratic, philosophy of science pattern. Once this assumption is accepted, I can now justify or warrant the rejection of the No Pass/No Play policy I have concluded in this study.

Concerned educators, legislators and parents saw a problem and set out to remedy the situation. In their eagerness to solve this problem, they have indeed created a larger problem. Trying to solve a problem before correctly identifying the cause may severely complicate the original concern. When student athletes were not doing well in class, the problem was associated with athletics, instead of education as a whole; and when minority students were not doing well in school, the problem was associated with ethnicity, instead of education as a whole. Assuming that athletics or ethnicity is the reason for students not learning, who transfers the burden from the system's inability to educate and places it on the student's inability to learn. Students are punished for not learning, e.g., by the np/np rule. As we have seen in the literature, minority students have special needs and different learning styles. It is no wonder that minority student athletes are those students hit hardest by the np/np (see Texas Education Agency v. Stamos, 817 S.W.2d 387, Tex. App., 1991). This recognition by the Texas court also adds relevance to minority concerns with the np/np rule.

Those same concerned educators, legislators and parents saw the problem coming from those within the system. Looking at the flaws in the system would have saved a great deal of time and money, not to mention the pain and

suffering of those students that were casualties of the np/np rule.

In an ideal system, a balanced education would be ensured for all students. Athletic departments would support an academic program that would be a driving force for pursuit of lifelong learning, and fine arts departments would incorporate math and science instruction to augment the aesthetic component of the educational process. All educators would assume that "all is education, and, therefore, all is good." Consequently, math, science, sports, and music would all be deemed equally important.

To achieve this ideal balance, educational reformers, policy makers, and administrators must constantly reevaluate their definition of education. The talents, interests, life qualities, and aesthetics for all students must be instrumental to this process. Counselors and educators must develop a curriculum that meets a diverse set of needs rather than disadvantaging those who do not meet standard criteria. Teachers must prepare individuals to be productive members of society, and they must seek opportunities to use their skills and talents to help students to understand that education is not limited to academics.

To achieve these goals, educators must build students' self-confidence and provide an environment of educational

inquiry without penalty or liability. Imagine removing a student from a math or science class because he/she could not slam dunk a basketball or bench press 400 pounds. Mandates such as np/np prevent students from participating in activities at which they succeed--activities that build self-esteem as well as provide students with viable options. NP/NP mandates do not improve students' math and science skills. Recognizing athletic success can lead to opportunities for success in other arenas.

John Dewey (1915), in Democracy and Education, wrote about the Play Way:

> Play and work were not mutually exclusive, and that plays, games, and constructive "occupations" were not merely agreeable diversions. Play is not amusement or aimlessness, nor is work necessarily arduous and without enjoyment. Indeed, work which remains "permeated with the play attitude is art--in quality if not in conventional designation" (p. 206).

In 1976, Ediger discussed the experimentalist view of aesthetics:

> What is beautiful in the experiences of individuals in society? Why is selected music, art, drama, architecture, poetry, and other forms of literature relevant in comparison to other works involving aesthetics? There are no absolute standards in making judgments involving the aesthetic world, according to the experimentalist. Each creative product and endeavor is tested in society. Individuals in society then accept, reject, or are neutral toward the endeavors of artists in diverse fields. Works of art then are tested in society. Artists notice the consequences of their products and processes. What is prized highly in a given place and time might not receive those ratings in other

> contextual situations, past and present. Dualism needs to be avoided, such as separating school from society, or learner interest from effort. If learners perceive interest in learning, they will put forth effort and reveal purpose in ongoing units of study. The learner must not be separated from the curriculum (p. 6).

It is not enough to repeal the np/np rule. It must also be remembered as an example of how arbitrary and capricious rules, regulations, and legislation can be to students, particularly to many minority and at-risk students. We must reflect on the dynamics of implementation of the np/np rule and learn from our mistakes. We must remember that learning occurs in each of life's experiences, when deliberation is emphasized.

As educators, it is imperative that we calibrate all decisions by asking whether the results are good for all students. Minimally, we must avoid hindering them. These two criteria for effective schooling render the np/np policy useless.

When education is implemented as growth aimed at encouraging mental, moral, and physical development, we will be on the road to education, growth, and happiness in a democratic society. We learn even when we learn.

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