

midterm–start of year to this power point

Sports in High School and University:
Do Interscholastic Sport Programmes Contribute to
Education?

CHAPTER 14

REVIEW (1)

- in socialization we moved from a functionalist perspective to interpretive perspective
- in youth sports, we started to move from functionalist to critical
 - how do social factors influence youth sport experiences?
 - participation opportunities vary by social class
 - encouragement often varies by gender and ability/disability
 - self-perceptions and social consequences of participation vary by social class, gender, race/ethnicity, ability/disability, and sexuality.

REVIEW (2)

- critical theory
 - sports are mediated by socially and historically constructed power relations
 - certain groups are privileged over others
 - both those who are privileged and oppressed accept their social status as natural, necessary, and inevitable
 - dominant ideologies often, although not intentionally, reproduce systems of class, race, and gender oppression

School sports provide students with structured experiences possibly leading to fitness and discipline OR injuries and



Interscholastic Sports in Canada

- Organized competitive sports carried out between educational institutions
 - Interschool sports (CCSF + provincial organizations)
 - Intercollegiate sports (CCAA + regional organizations)
 - Interuniversity sports (CIS + regional organizations)
- Intramural sports
 - Sports played within educational institutions, and organized in various ways (e.g., CIRA)

Differences between Canadian and US Interscholastic Sport Systems (1)

- Difference is primarily a question of scale and \$\$\$
- US high schools are often part of a professional sport development system
- Canadian high schools, in general, offer more sports, less intense competition; students may be encouraged to play several sports; teacher-coaches may encourage novices, and students unsure of their abilities, to participate, “SPORTS FOR ALL”

Differences between Canadian and US Interscholastic Sport

- Difference in scale is even more pronounced at university level
- With some exceptions (depending on the sport and the university programme), Canadian university sports resembles NAIA(SECONDARY TO THE NCAA) competition in the US
- NCAA system is well-known and well-researched; little research on Canadian

CRITICAL PERSPECTIVE

- SPORTS ARE MEDIATED BY SOCIALLY AND HISTORICALLY CONSTRUCTED POWER RELATIONS
 - canadian interuniversity sports (CIS) was formally canadian interuniversity athletics union (CIAU)
- certain groups are privileged over others
 - men's programmes have a longer history compared to women's (ie. men's x-country running 1908 and women's 1978)
- both those who are privileged and oppressed accept their social status as natural, necessary and inevitable
 - x-country men run 10km and women run 5km
- dominant ideologies often, although not intentionally, reproduce systems of class, race, and gender oppression
 - women are weaker than men

Women's rugby was introduced as a CIS sport for women, but not for men, in order to establish some gender equity with regard to men's football



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Arguments “FOR” and

- Involve students in activities
- Build self-esteem
- Enhance fitness and lifetime participation
- Generate spirit and unity
- Promote support
- Develop and reward valued skills
- Distract attention from academics
- Create dependence
- Increase passivity and injuries
- Create superficial and transitory spirit
- Waste resources
- Create pressure and distort status

High School Sports: Problems & Recommendations

Restricted budgets

- A wide range of extracurricular activities are important for good schools, and should be funded appropriately
- Overemphasis on “sport development”
- Need for regular critical assessments and new sports focused on lifetime and

Privatization of School Sports

- One of the main effects of budget cuts to education is the privatization of school sports (in terms of fund raising, user fees, sponsorships from hi-calorie food and drink companies)
- “Children from wealthier families and in wealthier neighbourhoods will have better access to a richer variety of [school] experiences that have a positive impact on

Inter-university Sports: Problems & Recommendations (1)

Athletic scholarships

- **Should be considered in same category as other non-academic scholarships (art, music, drama, etc.)**
- **Should be funded such that sports (participation opportunities) are not cut in order to afford them**
- **Should be adjudicated on basis of excellence in sport, but athletes should have grades that make them eligible for academic scholarships**

Budget cuts, and changed funding priorities (e.g., scholarships) make it difficult for some sports to achieve varsity status. “Club” status is one option, but it involves significant



[http://
www.bears.ualberta.ca/
AdoptAnAthlete.aspx](http://www.bears.ualberta.ca/AdoptAnAthlete.aspx)

[http://
www.campusrec.ualberta.c
a/intramurals/](http://www.campusrec.ualberta.ca/intramurals/)

[http://
www.campusrec.ualberta.ca
/activityclubs/triathlon.cfm](http://www.campusrec.ualberta.ca/activityclubs/triathlon.cfm)

Conclusions: Do Interscholastic Sport Programmes Contribute to Education?

- generalizations are difficult, however, interscholastic sports have no place in school unless it is organized in such a way that it contributes to educational outcomes.
- dominant ideologies often, although not intentionally, reproduce systems of