

READINGS

Casebook: College Athletics

JAMES L. SHULMAN AND WILLIAM G. BOWEN

How the Playing Field Is Encroaching on the Admissions Office

James L. Shulman (b. 1965) is executive director of ARTstor, a project of the Andrew W. Mellon Foundation, which makes grants to institutions in education, cultural affairs, the performing arts, and environmental and public affairs. William G. Bowen (b. 1933) has been the president of the foundation since 1988 and was president of Princeton University from 1972 to 1988. He has written extensively on issues in higher education, especially affirmative action. The following article, which appeared in the *Chronicle of Higher Education* in January 2001, is excerpted from Shulman and Bowen's book *The Game of Life: College Sports and Educational Values* (2001).

Preview How do you imagine college athletics encroaches on college admissions?

Faculty members often remark that the most discouraging aspect of teaching is encountering a student who just does not seem to care, who has to be cajoled into thinking about the reading, who is obviously bored in class, or who resists rewriting a paper that is passable but not very good. Such students are failing to take full advantage of the educational opportunities that colleges and universities are there to provide.

Uninspired students come in all sizes and shapes, and no one would suggest that athletes are uniformly different from other students in this

regard. But the evidence presented does demonstrate a consistent tendency for athletes to do less well academically than their classmates—and, even more troubling, a consistent tendency for athletes to underperform academically not just relative to other students, but relative to how they themselves might have been expected to perform. Those tendencies have become more pronounced over time, and all-pervasive: Academic underperformance is now found among female athletes as well as male, among those who play the lower-profile sports as well as those on football and basketball teams, and among athletes playing at the Division III level as well as those playing in bowl games and competing for national championships.

In our research, we studied 30 academically selective colleges and universities. Being selective means that they receive many more applications from well-qualified students than they have places in their entering classes, and thus must pick and choose among applicants on a variety of criteria, including athletic talent. By national standards, the freshman classes that they admit have very strong academic qualifications—with SAT scores, for example, that are well above national norms, and with large numbers of high-school valedictorians and National Merit Scholarship winners.

The institutions included Ivy League members—Columbia, Princeton, and Yale Universities, and the University of Pennsylvania—and women's colleges—Barnard, Bryn Mawr, Smith, and Wellesley. We also studied coed liberal-arts institutions: Denison and Wesleyan Universities, and Hamilton, Kenyon, Oberlin, Swarthmore, and Williams Colleges. Some of the others that we reviewed were private universities in the National Collegiate Athletic Association's Division I-A: Duke, Georgetown, Northwestern, Rice, Stanford, Tulane, and Vanderbilt Universities, and the University of Notre Dame. Others were Division I-A public institutions: Miami University of Ohio, Pennsylvania State University at University Park, the University of Michigan at Ann Arbor, and the University of North Carolina at Chapel Hill. In addition, we looked at Emory, Tufts, and Washington (Mo.) Universities.

What did we find? Athletes who are recruited, and who end up on the carefully winnowed lists of desired candidates submitted by coaches to the admissions offices of those selective institutions, now enjoy a very substantial statistical "advantage" in the admissions process. That advantage—for both male and female athletes—is much greater than that enjoyed by other targeted groups, such as underrepresented minority students and alumni children.

For example, at a representative nonscholarship institution for which we have complete data on all applicants, recruited male athletes who applied to enter with the fall-1999 class had a 48-percent greater chance of being admitted than did male students at large, after taking differences in SAT scores into account. The corresponding admissions advantage en-

joyed by recruited female athletes in 1999 was 53 percent. The admissions advantages enjoyed by minority students and legacies were in the range of 18 to 24 percent.

When recruited athletes make up such a substantial fraction of the entering class in at least some colleges, is there a risk that there will be too few places for other students, who want to become poets, scientists, or leaders of civic causes? Is there a possibility that, without realizing what is leading to what, the institutions themselves will become unbalanced in various ways? For example, will they feel a need to devote more and more of their teaching resources to fields like business and economics—which are disproportionately elected by athletes—in lieu of investing more heavily in less “practical” fields, such as classics, physics, and language study? Similarly, as one commentator put the question, what are the effects on those students interested in fields like philosophy? Could they feel at risk of being devalued?

In an ideal world, institutions would like to see a diversity of majors, values, and career choices among all subgroups of students. Society is best served when the financial-services sector “inherits” some students who have a deep commitment to understanding history and culture, rather than mainly those with a narrower focus on earning a great deal of money as an end in itself. In the same way, academe benefits when some of those who pursue Ph.D.’s include students who also have learned some of the lessons about life that are gained on the playing field, rather than just students with a narrower focus on an arcane, if not obscure, realm of academic research. In short, the heavy concentration of male athletes, in particular, in certain fields of study raises real questions of institutional priorities and balance.

Moreover, high-school students, their parents, and their schools watch attentively for the signals that colleges send. The more that leading institutions signal *through their actions* how much they value athletic prowess, the greater the emphasis that potential applicants will place on those activities. The issuing of rewards based on sports accomplishments supports—and, in fact, makes real—the message that sports is the road to opportunity.

As a result, young people in schools of all kinds—from prep schools to inner-city schools—are less likely to get a message that the way upward is to learn to write computer code or take chemistry seriously when it is not only the big-time-sports institutions but also the Ivies and the most selective liberal-arts colleges that place a large premium on athletic prowess, focus, and specialization. Athletics scholarships and tickets of admission to nonscholarship institutions provide a more powerful incentive than the promises contained in high-minded proclamations.

Taken together, such a signaling process has a powerful impact. We were told of one situation in which almost half of the students from a leading prep school who had been admitted to an Ivy League university



"I'm glad we won, and I hope that someday we'll have a university that our football team can be proud of."

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were either outstanding hockey or lacrosse players, and not particularly noteworthy students. When asked at a recruiting session in a large city about the success of his prep school in placing its students in the most prestigious colleges, the school's representative gave the absolute number of students admitted to that Ivy League institution, hoped that no one would ask him how many of the admittees had been athletes, and went home with mixed feelings about his presentation. The real issue, however, is not about how forthcoming the prep-school representative was in explaining his school's success in placing students, but the nature of the reality that underlies that "success."

In fact, the changes in the face of athletics between the 1950's and today can be related to a still broader shift in admissions philosophies. In the 1950's, much was said about the desirability of enrolling "well-rounded students." One consequence, among many others, was that

athletes needed to have other attributes—to be ready to take advantage of the broad range of the institution's academic offerings, or to be interested in being part of the larger campus community, for example. Many of them were class officers, not just team captains. We suspect that the subsequent success of a number of the athletes of this era in gaining leadership positions, including positions as chief executive officers, owes something to their having had a strong combination of attributes.

Sometime in the late 1960's or the 1970's, that admissions philosophy was altered in major ways. At some of the institutions with which we are familiar, the attack on the desirability of the well-rounded individual came from faculty members. One group of mathematicians objected vehemently to the rejection of candidates who had extremely high math aptitude scores but were not impressive in other respects. A new admissions mantra was coined; the search was on to enroll the "well-rounded class," rather than the well-rounded individual. The idea was that the super-mathematician should definitely be admitted, along with the super-musician and maybe even the super-gymnast. It was argued that, taken together, such an array of talented individuals would create an attractively diverse community of learners. For some years now, most admissions officers at academically selective institutions have talked in terms of the well-rounded class.

The mathematicians who lobbied for the admission of high-school students with off-the-scale mathematical potential were absolutely right. "Spiky" students of that kind belong in a great university with a great mathematics department. We are much more skeptical, however, that "spikiness" can be used to justify the admission of a bone-crushing full-back whose high-school grades are over the academic threshold but who otherwise does not seem a particularly good fit for the academic values that a college espouses. There are many types of spikiness, and the objective should be to assemble a well-rounded class with a range of attributes that resonate with the academic and service missions of the institution. Looked at from that perspective, the arguments for spiky mathematicians and for spiky golfers seem quite different.

We also wonder how well some of the increasingly spiky athletes who entered the colleges that we studied in 1989 (and those who entered later) will do in the long run. Not as well, we suspect, as their male predecessors who entered in the fall of 1951, and the female athletes who entered in 1976—and who appear to have had, as the saying goes, "more arrows in their quivers."

It seems clear that consideration should be given to changing the way in which at least some admissions offices approach the athletics side of the process of selecting a class. The admissions process should rely much less heavily on the coaches' lists, and less weight should be given to raw athletic talent and single-minded commitment to a sport—or what we can only call athletic "purposiveness." Rather, admissions staffs

could be encouraged to revert to the practices of earlier days, when more weight was given to athletic talent seen in combination with other qualifications that made the applicant attractive to the institution—including a commitment to the educational purposes of the institution. The exceptional records achieved both in college and after graduation by the male athletes who entered in 1951 and the female athletes who entered in 1976 reflect the presence of the admissions approach we are advocating.

In sum, intercollegiate athletics has come to have too pronounced an effect on colleges and universities—and on society—to be treated with benign neglect. Failure to see where the intensification of athletics programs is taking us, and to adjust expectations, could have the unintended consequence of allowing intercollegiate athletics to become less and less relevant to the educational experiences of most students, and more and more at odds with the core missions of the institutions themselves. The objective should be to strengthen the links between athletics and educational missions—and to reinvigorate an aspect of college life so that it can be celebrated for its positive contributions, not condemned for its excesses or criticized for its conflicts with educational values.

Reading Closely

1. What specific information in this essay surprised you? Did any of the information alarm you?
2. What is your reaction to the following passage: "Athletes who are recruited . . . enjoy a very substantial statistical 'advantage' in the admissions process. That advantage—for both male and female athletes—is much greater than that enjoyed by other targeted groups, such as under-represented minority students and alumni children" (paragraph 5)? What is the basis for your reaction? Be prepared to share it with the rest of the class.
3. **Working with a classmate**, list all the examples and anecdotes the authors provide to support each of their assertions. Discuss your list to determine which examples do and do not work successfully to advance the authors' argument.
4. What is your reaction to the cartoon on p. 657? What argument is it making? How does it relate to Shulman and Bowen's thesis?

Considering Larger Issues

1. "How the Playing Field Is Encroaching on the Admissions Office" first appeared in the *Chronicle of Higher Education*. Who are the readers of that journal? Describe them.
2. What is Shulman and Bowen's purpose for this essay, particularly in terms of their *Chronicle* audience? What passages support your answer?

3. What is Shulman and Bowen's thesis? List the reasons they give to support their thesis. Why do you think they develop their argument inductively, waiting until their conclusion to state the thesis?
4. **COMBINING METHODS.** In order to advance their argument, Shulman and Bowen use *cause-and-consequence analysis*. Mark the passages that analyze consequence, identifying the consequences and explaining their effect on the overall essay.

Thinking about Language

1. Use the context of the essay or your dictionary to define the following words and phrases. Be prepared to share your definitions with the rest of the class.

cajoled (1)	arcane (8)	"spiky" (14)
underperform (2)	obscure (8)	benign neglect
winnowed (5)	mantra (13)	(17)
legacies (6)		
2. What one word would you use to describe Shulman and Bowen's attitude toward their subject in this essay? What specific phrases, passages, and examples develop and extend their attitude?

Writing Your Own Arguments

1. Whether or not you're a college athlete, you might be offended by Shulman and Bowen's essay. Draft a two- to three-page argument essay that defends an actual or hypothetical college admissions policy that favors athletes. Use as much specific information and support for your thesis as possible, and refer to the guidelines for checking over an argument on p. 652.
2. **Working with one or two classmates,** gather material for a short (two- to three-page) essay in response to Shulman and Bowen's. You might decide to divide up the research necessary to prove their argument wrong or to support them. Possible supporting or opposing information could include recruiting rules and violations, graduation rates of athletes in various programs, percentage of athletes given an admissions advantage in comparison to other targeted groups, and so on. You might focus on admissions at your own school or broaden your research to include the schools in your league, state, or region. You might then write individual essays or a coauthored group essay. Remember to use the guidelines for checking over an argument on p. 652.

LYNDA RUSH

Assessing a Study of College Athletes

Lynda Rush (b. 1953), a professor and chair of the Department of Economics at California State Polytechnic University, Pomona, wrote a letter to the editor of the *Chronicle of Higher Education* in response to the previous essay, addressing head-on Shulman and Bowen's findings that athletes are favored in college admissions. Rush specializes in the economics of poverty and discrimination with an emphasis on gender issues.

Preview What do you imagine a professor of economics might have to say about the previous essay?

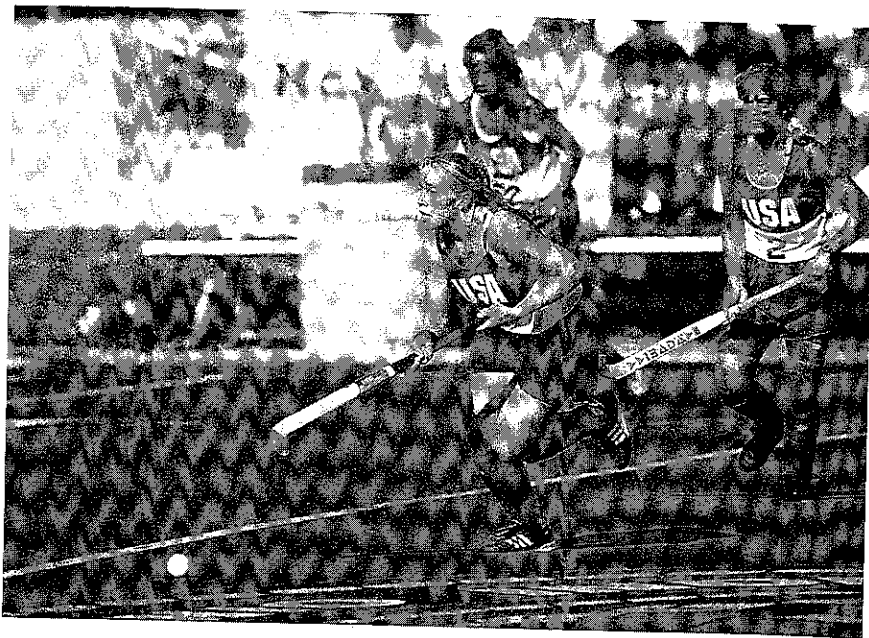
To the Editor:

James L. Shulman and William G. Bowen's *The Game of Life: College Sports and Educational Values* will certainly stimulate a storm of activity in college admissions offices and high-school advising offices throughout the country. The authors attempt to make the case that student athletes are taking the place of more deserving students. Their nostalgia for the good old days of the gentleman athlete pursuing a liberal arts education in the 1950s has certainly colored their analysis. While their story may be cloaked in statistics and elaborate charts, it's an example of very sloppy social science.

The authors appear to discount the contributions and accomplishments of student-athletes. The most egregious omission is the impact on socioeconomic diversity that I suspect that athletes bring to the elite institutions included in the study. Today's student athletes may bear little resemblance to the gentlemen athletes of the fifties and the authors appear to be blind to the fact that this may be a benefit. Student athletes attending these elite institutions in the fifties were typically white, upper class, and male.

Over the last 50 years, intercollegiate athletic programs have opened the doors of our elite colleges and universities to people of color, the working class, and women. The Civil Rights Movement and the passage of Title IX of the Education Amendments in 1972 broke down the barriers for minority and female athletes. Minorities were barely accepted in professional sports during the 1950's and were rarely if ever admitted to elite colleges and universities. Opportunities for women athletes to compete at the intercollegiate level did not even begin to percolate until the mid 1980's. The benefits of diversity are not easily calculated and are virtually ignored by the authors.

Shulman and Bowen include pages and pages of charts on mean G.P.A.'s, SAT scores, etc. to support their hypothesis, but they generally



fail to include even the most basic statistical significance tests. Their conclusions are based on the mean values of the performance indicators, and they fail to discuss the distribution of the values (the standard deviations) or even basic test of significance (*t*-values). An exception to this practice is their reported finding that athletes tend to earn higher wages after college. The authors did mention that the statistical significance of these findings was marginal. Mean values are only a piece of the story, because extreme high or low values can skew the mean up or down. For example, a closer look at individual SAT scores may have shown that most athlete SAT scores were comparable to the general student population with the exception of a few very low scores.

Shulman and Bowen write disdainfully about the athlete's typical major (economics or political science) and their financial success later in life. Athletes' GPA's are probably lower due to the hours allocated to athletic competition. The authors make an interesting comparison to grades of students active in other extracurricular activities. Students involved in non-athletic extracurricular activities have higher grades according to their analysis. However, the authors did not directly compare the actual time commitment of the two groups. The spillover benefits of athletic competition are less likely to be direct and are more likely to accrue over time. The study did not attempt to address these indirect benefits.

The Game of Life appears to be an exercise in elitism designed to stir up controversy in the hallowed halls of some of our most prestigious insti-

tutions of higher learning. I would hope that its intended audience sees through the foggy lens of the authors. Their nostalgia for a time when student athletes with large trust funds competed on verdant lawns surrounded by walls of ivy is just that, nostalgia.

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Reading Closely

1. Why does Rush feel she must respond to Shulman and Bowen?
2. What is your initial response to Rush's argument? How much do you care about college admissions, particularly in terms of college athletes?
3. On what grounds does Rush criticize the findings of Shulman and Bowen? Do you think her grounds are valid? Why or why not?
4. How exactly does the visual enhance Rush's argument?
5. **Working with a classmate**, determine the basic issue that Shulman and Bowen and Rush set out in each of their essays. What solution does each of these essays propose? Be prepared to share your response with the rest of the class.

Considering Larger Issues

1. What is Rush's thesis? What assertions does she make to support or extend her thesis?
2. Who is her intended audience? What might she want the readers to do in terms of her argument?
3. **COMBINING METHODS**. Although hers is an argumentative essay, Rush uses *causal analysis* throughout. How successful is her causal analysis? Why do you think she uses it?

Thinking about Language

1. Use the context of the essay or your dictionary to define the following words and phrases. Be prepared to share your definitions with the rest of the class.

student athletes (1)
nostalgia (1)
gentleman athlete (1)
cloaked (1)
egregious (2)

socioeconomic (2)
hypothesis (4)
mean values (4)
skew (4)
disdainfully (5)

allocated (5)
spillover (5)
elitism (6)
prestigious (6)
foggy lens (6)

2. What is Rush's attitude toward her subject? What specific words, phrases, passages, and examples demonstrate her attitude?

Writing Your Own Arguments

1. If you are a sports fan, you might be interested in drafting a three- to four-page essay in which you argue for the importance of intercollegiate athletics. You might argue for the value of intercollegiate athletics to the school, the student body, the alumni, and/or the athletes themselves. (Your argument might be strengthened by factual information regarding attendance records, box-office receipts, and income from memorabilia.) You might want to consider directing your argument to an audience of readers who want to de-emphasize intercollegiate athletics or abolish them altogether in order to emphasize academics. Refer to the guidelines for checking over an argument on p. 652.
2. Take another side on the issue of college sports. Draft a three- to four-page essay in which you argue that intercollegiate athletics should be replaced with organized intramural sports in which all students would be required to participate or that women's sports should be given equal financial support and news coverage with men's sports. Whatever your argument, be sure to explain the advantages of your position. Refer to the guidelines for checking over an argument on p. 652.

MICHAEL WEBBER

Athletics Provide Positive Influence

Michael Webber was a Michigan State University student when he wrote the following column for the school newspaper, the *State News Loop*, in 2001.

Preview How might a sportswriter argue that athletics provide a "positive influence"?

Last Sunday during halftime of the men's basketball game at Breslin Student Events Center, the 1951 men's tennis team was awarded for its efforts of a half-century ago.

The team was the first outfit to win a Big Ten championship for MSU, shortly after joining the conference. The ceremony was symbolic of what is good about sports, and in particular college athletics.

Recently the drum beat has grown louder, as it does every few years, that higher education has lost its focus and that college athletics are destroying the American university.

"Sports Illustrated" recently wrote an article on the subject, citing two new books written by former university presidents.

The basic argument is that universities are so wrapped up in big-time college athletics they can't see straight. College athletics are not a



university need, but an unnecessary excess, one that is "losing relevance to the rest of university life," writes former U-M President James Duderstadt in his book "Intercollegiate Athletics and the American University: A University President's Perspective."

... College athletics are not losing their relevance to the rest of university life, at least not on campuses where the basketball student section doesn't call for the coach's head after every game. . . .

Proponents of Duderstadt's argument cite facts and figures which suggest college athletics have no bearing on either alumni contributions or admissions applications to the school.

In addition, the enrollment of college athletes with potentially lower academic achievements leaves other potentially more qualified students out in the cold.

However, numbers can often be manipulated to serve an argument's interest. And even if they are accurate, maybe the relevancy of and necessity for college athletics cannot be measured in mere numbers.

At MSU, we have a self-sustaining athletics program that is built on event revenues and alumni contributions. Our student athletes have the same graduation rate as the general student population. With class, practice and travel, their days are often longer than the average student's.

Like any other extracurricular activity, athletics are a part of a well-rounded education. People who criticize big-time college athletics fail to see that, while only looking at television and sneaker contracts as proof that higher education has sold out.

Though I do not think athletics should run a university, they should be a part of it. The end of big-time college athletics would inevitably mean the end of all other college sports, which would be a shame.

Not only are sports teams our university's most recognized ambassadors, but our athletic achievements bring a spirit and a glow that cannot come through other means.

Everyone is talking about MSU nowadays, and it is no small coincidence that we are coming off our first NCAA Men's Basketball Championship in 21 years.

It is hard to believe this exposure does not translate into a higher number of admissions applications or alumni contributions. However, I don't think these need to be the measurements of relevancy. Maybe an alumnus taking his family to a Spartan football game and teaching his young son or daughter the MSU Fight Song is a measurement of relevancy.

Maybe a national championship team that brings a community of students and residents closer together is a measurement of relevancy. Maybe a 1951 men's tennis team that can still command a standing ovation a half-century later is a measurement of relevancy.

For the future of college athletics, let's hope it is.

Reading Closely

1. What is the occasion for Webber to write this essay?
2. What arguments does Webber advance and what evidence does he provide that echo those of Shulman and Bowen? of Rush?
3. How does the visual support each of the arguments you've read (Shulman and Bowen's, Rush's, and Webber's)?

Considering Larger Issues

1. Who is Webber's intended audience? What does he want them to do with the information he's providing?
2. What is Webber's thesis? What reasons does he give to support it?
3. What might Webber's argument be were he discussing minor sports (soccer, lacrosse, diving) or women's athletics at Michigan State? How would he change his thesis, his examples, his purpose?
4. **COMBINING METHODS.** To support his argument, Webber analyzes both *causes* and *consequences*. Mark the passages in which he uses each kind of analysis. Why does he choose to use such analysis?

Thinking about Language

1. Use the context of the essay or your dictionary to define the following terms. Be prepared to share your definitions with the rest of the class.

outfit (2)	bearing (7)	revenues (10)
symbolic (2)	self-sustaining (10)	inevitably (12)
2. Unlike the authors of the previous essays in this casebook, Webber did not yet have a college degree when he wrote this essay. What specific terms, passages, or examples alert you to the fact that this essay was written by a younger person?
3. Which passages in this essay support the title "Athletics Provide Positive Influence"?

Writing Your Own Arguments

1. Webber doesn't mention the positive influence of women's college athletics. Draft a three- to four-page essay in which you argue for the value of women's athletics, using information from the federal policy enacted in 1972 known as Title IX, which states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance." Refer to the guidelines for checking over an argument on p. 652.

- Chapter 16: ARGUMENT
- Using Webber's column as a basis, expand—and improve—his argument into a three- to four-page essay about the importance of another university program, such as debate, drama, marching band, or choir. Use your own experience, observation, and research to establish a thesis and to support it with reasons and evidence. As you draft and revise, refer to the guidelines for checking over an argument on p. 652.

WILLIAM F. SHUGHART II

Why Not a Football Degree?

- William F. Shughart II (b. 1947) is F. A. P. Barnard Distinguished Professor of Economics and holder of the Robert M. Hearin Chair in Business Administration at the University of Mississippi. He has published numerous books, including *Modern Managerial Economics: Economic Theory for Business Decisions* (1994), *The Political Economy of the New Deal* (1998), and *Economics of Budget Deficits* (2002). Given his economic expertise, it is no wonder that he sees college football from a financial perspective. "Why Not a Football Degree?" first appeared in the *Wall Street Journal* in 1990; it offers yet another solution to the problems generated by college athletics.

Preview As you read the essay, consider the effectiveness of Shughart's use of logos—his logical reasoning.

Clemson University's football program was placed on probation last 1
spring for the second time in six years, and the coach who guided the
team to a national championship in 1981 quit or was forced to resign.
Last season's Heisman Trophy winner played at the University of Hous-
ton, a school banned from TV and postseason bowl appearances by the
National Collegiate Athletic Association; Southern Methodist University
fields a team barely resurrected last fall from the "death penalty" it re-
ceived three years ago; and scandals have rocked the basketball pro-
grams at Kansas, Kentucky, Memphis State and North Carolina State.

Each of these events, which are only the latest in a series of NCAA 2
rules violations, has generated the usual amount of hand-wringing
about the apparent loss of amateurism in college sports. Nostalgia for
supposedly simpler times when love of the game and not money was the
driving force in college sports has led to all sorts of reform proposals.
The NCAA's decision to require its member institutions to make public
athletes' graduation rates is perhaps the least controversial example.
Proposition 48's mandate that freshman athletes must meet more strin-
gent test score and grade point requirements to participate in intercolle-
giate sports has been criticized as a naked attempt to discriminate
against disadvantaged (and mostly minority) high-school graduates who
see athletics as a way out of poverty.

HALF-MEASURES

But whether or not one supports any particular reform proposal, 3
there seems to be a general consensus that something must be done. If
so, why stop at half-measures? I hereby offer three suggestions for solv-
ing the crisis in college athletics.

1. *Create four-year degree programs in football and basketball.* Many colleges and universities grant bachelor's degrees in vocational subjects. Art, drama and music are a few examples, but there are others. Undergraduates who major in these areas are typically required to spend only about one of their four years in basic English, math, history and science courses; the remainder of their time is spent in the studio, the theater or the practice hall honing the creative talents they will later sell as professionals.

Although a college education is no more necessary for success in the art world than it is in the world of sports, no similar option is available for students whose talents lie on the athletic field or in the gym. Majoring in physical education is a possibility, of course, but while PE is hardly a rigorous, demanding discipline, undergraduates pursuing a degree in that major normally must spend many more hours in the classroom than their counterparts who are preparing for careers on the stage. While the music major is receiving academic credit for practice sessions and recitals, the PE major is studying and taking exams in kinesiology, exercise physiology and nutrition. Why should academic credit be given for practicing the violin, but not for practicing a three-point shot?

2. *Extend the time limit on athletic scholarships by two years.* In addition to practicing and playing during the regular football or basketball season, college athletes must continue to work to improve their skills and keep in shape during the off-season. For football players, these off-season activities include several weeks of organized spring practice as well as year-round exercise programs in the weight room and on the running track. Basketball players participate in summer leagues and practice with their teams during the fall. In effect, college athletes are required to work at their sport for as much as 10 months a year.

These time-consuming extracurricular activities make it extremely difficult for college athletes to devote more than minimal effort to the studies required for maintaining their academic eligibility. They miss lectures and exams when their teams travel and the extra tutoring they receive at athletic department expense often fails to make up the difference.

If the NCAA and its member schools are truly concerned about the academic side of the college athletic experience, let them put money where their collective mouth is. The period of an athlete's eligibility to participate in intercollegiate sports would remain four years, but the two additional years of scholarship support could be exercised at any time during the athlete's lifetime. Athletes who use up their college eligibility and do not choose a career in professional sports would be guaranteed financial backing to remain in school and finish their undergraduate degrees. Athletes who have the talent to turn pro could complete their degrees when their playing days are over.

3. *Allow the competitive marketplace to determine the compensation of college athletics.* Football and basketball players at the top NCAA institutions pro-

vide millions of dollars in benefits for their respective institutions. Successful college athletic programs draw more fans to the football stadium and to the basketball arena. They generate revenues for the school from regular season television appearances and from invitations to participate in postseason play. There is evidence that schools receive increased financial support from public and private sources—both for their athletic and academic programs—if their teams win national ranking. There is even evidence that the quality of students who apply for admission to institutions of higher learning may improve following a successful football or basketball season.

Despite the considerable contributions made to the wealth and welfare of his or her institution, however, the compensation payable to a college athlete is limited by the NCAA to a scholarship that includes tuition, books, room and board, and a nominal expense allowance. Any payment above and beyond this amount subjects the offending athletic program to NCAA sanctions. In-kind payments to players and recruits in the form of free tickets to athletic contests, T-shirts, transportation and accommodations are also limited. These restrictions apply to alumni and fans as well as to the institutions themselves. The NCAA also limits the amount of money athletes may earn outside of school by curtailing the use of summer jobs as a means by which coaches and team supporters can offer higher wages to athletes.

The illegal financial inducements reported to be widespread in collegiate football and basketball represent conclusive evidence that many college athletes are now underpaid. The relevant question is whether the current system of compensation ought to remain in place. Allowing it to do so will preserve the illusion of amateurism in college sports and permit coaches, athletic departments and college administrators to continue to benefit financially at the expense of the players. On the other hand, shifting to a market-based system of compensation would transfer some of the wealth created by big-time college athletic programs to the individuals whose talents are key ingredients in the success of those programs.

It would also cause a sea change in the distribution of power among the top NCAA institutions. Under current NCAA rules, some of the major college athletic programs, such as those of Alabama, Notre Dame and Penn State in football, and North Carolina and Indiana in basketball, have developed such strong winning traditions over the years that they can maintain their dominant positions without cheating.

These schools are able to attract superior high school athletes season after season at the mandated NCAA wage with the offer of a package of non-monetary benefits (well-equipped training facilities, quality coaching staff, talented teammates, national exposure and so on) that increases the present value of an amateur athlete's future professional income relative to the value added by historically weaker athletic programs. Given this factor, along with NCAA rules that mandate uniform compensation

across member schools, these top institutions have a built-in competitive advantage in recruiting the best and brightest athletes.

ILLEGAL INDUCEMENTS

It follows that under the current system, the weaker programs are 14 virtually compelled to offer illegal financial inducements to players and recruits if they wish to compete successfully with the traditional powers. It also follows that shifting to a market-based system of compensation would remove some of the built-in advantages now enjoyed by the top athletic programs. It is surely this effect, along with the reduction in the incomes of coaches and the "fat" in athletic departments to be expected once a competitive marketplace is permitted to work, that is the cause of the objection to paying student-athletes, not the rhetoric about the repugnance of professionalism.

It is a fight over the distribution of the college sports revenue pie 15 that lies at the bottom of the debate about reforming NCAA rules. And despite the high moral principles and concern for players usually expressed by the debaters on all sides of the issue, the interests of the athlete are in fact often the last to be considered.

Reading Closely

1. What background information does Shughart supply that explains his solution?
2. **Working with two classmates**, discuss the arrangement of Shughart's argument. What information does he include in his introduction, his thesis statement, his supporting argument, his attention to opposing views, and his conclusion? Mark the specific passages that compose each of those sections. Share your group's findings with the rest of the class.

Considering Larger Issues

1. What is Shughart's purpose? How does it differ from the purposes of each of the preceding essays, particularly in terms of his *Wall Street Journal* audience?
2. What is Shughart's thesis statement? What reasons does he provide to support or extend his thesis statement?
3. **Working with a classmate**, mark the specific passages that support each of Shughart's reasons. Be prepared to share your findings with the rest of the class.
4. Which kind of rhetorical appeal does Shughart rely on most heavily: ethos, logos, or pathos? Identify words, phrases, or passages that support your answer.

5. **COMBINING METHODS**. On what other rhetorical method does Shughart rely as he develops his argument? Mark the passages using that other method. Why do you suppose Shughart used it?

Thinking about Language

1. Use the context of the essay or your dictionary to define the following terms or phrases. Be prepared to share your definitions with the rest of the class.

"death penalty" (1)	respective (9)	sea change (12)
amateurism (2)	compensation (10)	mandated (13)
stringent (2)	inducements (11)	non-monetary (13)
counterparts (5)	market-based system (11)	repugnance (14)
kinesiology (5)		
2. When Shughart mentions "half-measures," what is he referring to? How do the half-measures compare with his suggestions, which might be called "full-measures"?
5. **Working with a classmate**, determine Shughart's attitude toward the subject of college sports. What specific words, phrases, or passages demonstrate his attitude? Share your group's response with the rest of the class.

Writing Your Own Arguments

1. Draft a two- to three-page essay in which you address each of Shughart's assertions. You may want to develop his argument and assertions further, or you may want to develop an argument that opposes his, perhaps point by point. In either case you'll need to do some research about college sports, on your campus, your school's athletic league, or your area of the country. Be sure to organize your argument so that it has an introduction, a thesis statement, supporting arguments, recognition of opposing arguments, and a conclusion. Refer to the guidelines for checking over an argument on p. 652.
2. **Consider working with two or three classmates** to discuss various new degrees that colleges might offer based on student interest or experience and moneymaking potential. You may have to study college catalogues in order to see what degrees are already in place. Draft a three- to four-page essay in which you argue for one such degree. You may want to arrange your essay like Shughart's, introducing the background information necessary to help you establish your argument. Work with your group as you each draft and revise your essays, referring to the guidelines for checking over an argument on p. 652.