

WOMEN COACHES, PERSONAL PAPERS, AND UNIVERSITY ARCHIVES COLLECTIONS: A CASE STUDY

MILA C. SU

ABSTRACT: Collegiate athletics are an important campus institution that tends not to be adequately documented in university archival collections. This is especially true with regard to women's athletics. The author presents the results of a case study in which she examined the personal papers of four coaches of women's intercollegiate athletic teams held in the Penn State Archives, in order to assess their utility in documenting women's intercollegiate athletics. She concludes that existing collections do not provide adequate documentation, although she considers coaches' papers to be an appropriate vehicle for providing that documentation. She suggests appraisal guidelines for materials likely to be found in coaches' papers, and argues for oral history as a means toward filling documentary gaps.

Academic archives, a body of materials that includes the records of the academic, business, and extracurricular activities of the university population and its affiliates, maintain the historical memory of the institution. However, in the area of extra-curricular activities—specifically in the area of athletics—academic archivists do not necessarily apply the same level of scrutiny as in other areas. Yet information on intercollegiate sport has a place in university archives, especially with an increasing interest in the role of sport¹ in academia. Thus it is important to begin to establish effective strategies for collecting and acquiring this type of information in order to ensure its existence. As archives collect faculty members' papers to enhance documentation of institutional history, so too should they collect coaches' papers. I therefore conducted a case study to examine what types of coaches' materials exist in an institutional archives.

The original intent of this project was to evaluate the papers of four coaches in the Penn State Archives. This exercise has introduced some of the potential problems and issues involved in gaining an understanding of what can be found in collections of coaches' papers. Reviewing the selected materials in the archives revealed several factors that could influence how and where information is saved. Also, I interviewed coaches who had placed their materials in the Sports Information Department to gain a better understanding of why they had done that.

Naturally, a coach plays an important role in sports, but not many people consider the amount of paperwork and record keeping that is also part of the job. She or he has responsibilities for training, recruiting, monitoring practices, and many other activities. A coach's record keeping may include recording and collecting information on opposing teams and players, concerns about his/her team and players, rule changes, daily practice drills, disciplinary actions, and other things that may affect his/her decision making about the team. There are also specific types of information required by the National Collegiate Athletic Association (NCAA) and the various conferences and division levels, including recruiting visits, injuries, grievances, and so forth.

But how much of all these materials does a coach actually retain and forward for posterity to the university archives? In order to discover what might possibly exist in a university archives, my case study examined and assessed materials relating to four coaches of five different women's sports in the Pennsylvania State University Archives. The sports represented are volleyball, gymnastics, field hockey, lacrosse, and swimming. The study evaluated the differences in the collection materials retained between coaches of team and individual sports, between coaches of different genders, and among coaches of different sports. I hoped that this procedure would also determine the types of materials that were missing in these collections that should be considered for preservation in a women's intercollegiate athletic collection.

Archival collections include many materials related to sport,² but sport is a subject area in which many archives do not have formalized appraisal guidelines for establishing or monitoring a collection. The absence of a collecting policy for intercollegiate athletics may have several causes: a lack of awareness of researcher interest, insufficient or inadequate staff to solicit and appraise materials, or a conscious decision not to include sports. Unfortunately, the archival literature contains little concerning sport materials to help archivists.³

Helen Samuels' *Varsity Letters* (1993) addresses some of the issues and problems that pertain to sport collections in archives. Samuels forms her archival philosophy around the functions of colleges and universities and therefore includes the areas of extracurricular activities as a distinct functional area. She emphasizes that sports, among other activities, need to be focused on more closely.

Certainly in the area of women's sports, many guides and handbooks for coaches and players, as well as anthologies on the history of women's participation in sport, exist. However, aside of Nancy Ley's *The Summitt Season* (1989) very little has been published for biographies of women's coaches who have made an impact on the sport. Apart from Joan Hult's *A Century of Women's Basketball: From Frailty to Final Four* (1991) it is difficult to find a publication that contains a full account of the history and development of a specific sport. Compilations such as Michael Davis' *Black Women in Olympic Track and Field* (1992) and chronologies such as Ruth Sparhawk's *American Women in Sport 1887-1987, a 100 Year Chronology* (1989) are combined histories that focus on the famous few athletes on the professional or Olympic level. It has only been in recent years that the success of women's sports is spoken of with pride and that women are presented with honors similar to their male counterparts. Thus an evaluation will provide an assessment of the archival materials that are available on women's intercollegiate athletics.

Authors of intercollegiate sport history have incorporated few archival sources in their biographies of coaches and books on team histories. I reviewed a random selection of biographies of college coaches and histories of specific sports to assess how many sources included archival research⁴ (See Appendix 2 for a list of titles). Of the eighteen sources reviewed, only seven cited the use of archival materials. Some of the biographies included information from the sports information office, but generally coaches' biographies do not include bibliographies or footnotes.⁵

One notes, in reviewing the titles listed in Appendix 2, that the focus is on men and their sports. This gap reflects the traditional emphasis to publish materials on men's sports with little available in print on women's coaches, women's teams, or women's sports in general.⁶ While the role of women in the extra-curriculum has not been ignored, women's sports are a unique story that deserves attention.

Women's intercollegiate athletics began very differently from men's. Soon after women entered institutions of higher education (coed and single sex), they were required to participate in exercise and sport activities under the guidance of physical educators. These educators formed athletic associations for women that emphasized development of skills, motor coordination, socialization, and the spirit of cooperation. At many institutions during the 1920s, the Women's Athletic Association existed under the direction of the women's physical education department. Most athletic contests were between dorms, sororities, and other residential groups. There were different levels of participation through intramural, interclass, and club activities that, while physical, functioned more in a social framework.⁷ Participation in recreational physical activities continued under departments of physical education until the 1960s.⁸ Times were changing and, during the 1960s, women students and others began to question and criticize the "non-competitive" construct of participation and began to explore a more competitive style of play. This change was directly reflected in the women's athletic associations. By 1968, serious consideration on how women's intercollegiate athletics would be structured was under committee investigation. By 1971, the women in physical education and athletics formed a new organization that would be known as the Association for Intercollegiate Athletics for Women (AIAW). This unique organization was responsible for overseeing all aspects of women's athletics and maintained this responsibility until 1982 when, after a heated struggle, the organization lost its control of women's sport to the NCAA.

The difference in the development of women's sport from departmental control to athletic program, in comparison to men's separate program development, is a crucial point in researching this area. Naturally, this would reflect the history of the particular institution.⁹ Information from department, college, and program files may alert the researcher to check other related records such as senate files, school newspapers, yearbooks, and sports information.

Neglect and ignorance contribute to the problems associated with one's researching women's intercollegiate athletics. Coach, archivist, and researcher all may fail to realize why collecting this information is important. Neglect of the collection can result from this subject area's being overlooked in past years; from infrequent donations of materials; or from a casual approach by the archivist and the persons involved with sport with regard to retaining informa-

tion that might serve to contribute to the institutional memory. However, as women's intercollegiate athletics has grown stronger, awareness of its existence and contribution to the institution has increased. Educating coaches, archivists, and others on why collecting information in this area is important would increase the materials that are available.

As indicated by the previous discussion of the scarcity of information in the literature, a basic issue revolves around the types of materials that would be collected: coaches' papers, administrative records, compiled histories of the sport, student records, scholarship files, sports information records, press releases, student newspapers, conference membership records, both institutional and individual, and so forth. Archivists would then need to describe these materials in a method that allows easy access. Traditionally, these materials are found within records of the institutional body that created the materials. Administrative records would therefore include the record groups of the university presidents, departments and colleges, and senate minutes. Video tapes and photographs produced by the sports information department would also be found within that group.

This case study began with a review of the administrative history of the athletic department to establish a framework for understanding where coaching responsibilities fall. Women at Penn State had their own separate physical education department by the turn of the century. The university incorporated athletics with physical education in the School of Physical Education and Athletics from 1930 to 1963. In 1952, a Director of Athletics position was created and became independent of the College of Health and Physical Education in 1963. By 1965, there were seven varsity sports for women as well as an administrative position of Woman's Assistant Athletic Director to oversee their growth and development. In the PSU archives, the Women's Recreation Association encompasses the years 1919-1974, and records of women's intercollegiate athletics start in 1961. This means that these two groups have a thirteen-year overlap in which important materials regarding the transition at Penn State to varsity level competition are found.

In more than twenty-five years, Penn State women's varsity teams have successfully participated in many national championship competitions and won a number of national titles. They have gained national attention and a strong following on campus, in the community, and among alumni. I reviewed the papers of the coaches for the sports of volleyball, gymnastics, swimming, and field hockey and lacrosse to assess what types of materials actually are available in the Penn State Archives.

Volleyball

The materials documenting the beginnings of women's intercollegiate volleyball are located in the coach's personal papers.¹⁰ He initially coached both men's and women's programs and had to petition three times to have volleyball moved from club to varsity status for both men and women. This was a case in which the student interest was strong, but no funding or administrative interest in investing personnel resources for this sport existed. The collection preserves important documentation of the origins of the team and the process and struggle of appealing for varsity status. Additionally, there are scrapbooks, information

on sport camps, records of his coaching honors, correspondence, policies, rules and procedures, and committee appointments. There are also newspaper clippings, a few media guides, and some statistical information on the various teams. The coach donated this collection after retiring from coaching. This appears to be a typical collection in its combination of statistical, historical, and personal information.

Gymnastics

The women's gymnastics coach donated her papers before she moved to another institution. She had not only saved some interesting information but had also organized her records thoroughly. For each season, every meet has its own separate file. Score sheets and programs are found in almost every folder. Sometimes there are annotations on a folder with driving directions to the competition. From time to time she filed coaching notes on individuals. She included tournament situations, marching and rotation information, behavior expectations, and rules. One also found indications that she considered protesting the results of meets on occasion and, in one case, she responds to another coach's accusations of unethical behavior. The collection even contains a note proposing a program overhaul to improve the team's image with the press. All this information provided a sense of how the coach worked and how the program evolved.

Field Hockey, Lacrosse, and Swimming

The field hockey and lacrosse coach and the swimming coach each gave her materials to the Sports Information Department. The materials were incorporated into the department's records and forwarded to the archives where, according to provenance, they were filed in the Sports Information record group. This example reflects another area where coaching materials may be found, as well as demonstrating why other access points need to be considered. These records provide an idea of the coaching information that might be found in sports information records.

The women's swimming materials included statistics, game programs, and regional and national championship programs. Only one letter concerned advance scheduling of meets. The files on meets included correspondence among the athletic director, sports information personnel, and visiting coaches. Other documents indicate that the coach had been on several committees that examined sports issues, including issues in women's athletics.

The same person coached both field hockey and lacrosse. This collection contains newspaper clippings, programs, media guides, score sheets from every game, team lineups, national championship programs, and an article from *Time* featuring a woman lacrosse player from Penn State on the cover. Press releases provide additional information, such as the circumstances associated with the lacrosse coach's resignation and negotiated rehire in 1983. The lacrosse file has very little information on the coach's personal style of coaching, on changes that she made in game plans, or on related issues. Materials that might have been of interest, such as diagrams of plays, lobbying for rule changes, and other contributions that this coach made, are not available.

Little difference is evident in the type of materials donated by these two coaches. A press release on their accomplishments was published when both women retired. The swimming coach became an administrator and the field hockey-lacrosse coach returned to full-time teaching. Upon retiring from coaching, they forwarded information they thought would be of interest to the sports information office. Neither coach had considered giving her coaching papers to the archives.

Comparing the four collections contributes to understanding some of the issues at play in archives. The volleyball coach's papers comprise a good cross section of what a coach might save. The scrapbooks provide a brief history of the sport at the institution. Documentation of the struggle toward varsity status shows the effort it took to attain that goal. Other information places the coach in the national perspective. The gymnastics coach's papers offered another perspective. The arrangement of her materials reflected her organizational skills. Even though she retained mostly game statistics, she included other information that gave a glimpse of her personality and a feeling for her aggressive style. The information from the swimming and field hockey-lacrosse coach revealed very little about either coach's style or personality; rather, they reflected institutional concerns about documenting the success of the teams.

After examining these latter two coaches' files from the sports information records, I decided to use oral interviews to discover what information about these coaches might be missing from their records. The follow-up questions that were used in the interviews are listed in Appendix 1. The information requested in the questions had the potential to supplement the personal files of these former coaches.

From these interviews, I learned many aspects of the coaches' careers and personal philosophies that were not documented. For example, during their tenure as coaches, both were also faculty members who felt teaching was their primary goal as a coach. They were proud of their career achievements, noting their success in enlarging their coaching staff, improving budgets, and including scholarships. They filed annual team reports to the women's assistant athletic director, but never kept copies in their personal files. They were active in professional organizations that governed changes in women's athletics, especially regarding rules. Implementation of rule changes is a major contribution to the development of a sport, but unfortunately this information was not available. Because of the lack of personal files in this area, one would have to rely on the minutes of participating organizations to verify who contributed to the discussion of the rule changes.

In their interviews, both coaches expressed personal frustration with the perception that women's athletics are less important and competitive than men's, although they noted improvement in this attitude more recently. They told me that these three teams had been the subjects of studies by university researchers, but no documentation is found within the records either describing the studies or suggesting their results. Both teams were unable to go abroad to compete because of financial constraints, even though great interest by coaches and players existed. However, the field hockey and lacrosse teams were able to host several teams from England, which accorded the players a taste of international competition and attitudes. Both coaches had many speaking engagements locally, regionally, and nationally. These engagements occurred specifically for their sport(s) and, generally, on behalf of Penn State.

The coaches' responses to these questions supplied a better sense of their coaching philosophy, expectations, and responsibilities. During the interviews, the former coaches began to understand the potential importance for historians of their contribution to the institution and, therefore, the significance of the future availability of their papers. In fact, while being interviewed, the former swimming coach reported that many team files, including a brief history of women's swimming at Penn State, were housed in a storage area at the natatorium. I passed this information on to the archivists.

In analyzing my case study, I found it difficult to determine if differences due to gender of coach or type of sport might contribute to a pattern in the types of information that were saved. It was also not possible to assess whether the coach's personality and attitude toward the importance of saving these materials would necessarily be reflected in the results. The initial response from the two former coaches who were interviewed contained a mix of curiosity and disbelief. This attitude seemed to stem from their perception that the primary focus in sports is on the contests and their final results. These coaches did not really care for attention focusing on them rather than on the team; they wanted to remain behind the scenes.

Coaches do not look at their activities in the same way that faculty members do. Faculty understand that seeking out information is a natural step prior to writing a paper or conducting an experiment. Still, many, if not most, faculty do not see what they do as being worth documenting in an archives, much as coaches do not necessarily document all of their activities. The days of keeping diaries of the drills and activities used in practices and games, along with the successes and failures of each, are long gone. The evolution of a sport and the development and maturation of a coach are much harder to document without materials that reflect the coach's style, philosophy, and accomplishments on and off the field. Legal issues are beginning to influence the need for more complete documentation in various activities. Many times, because of multiple duties, coaches do not have the time to document all of the ongoing activities involved with the team. Researchers would be interested in all the steps, procedures, and related information involved with the individual's tenure as a coach.

Archivists should conduct further study of coaches' papers to fully assess the issues involved. Further discussion must address the gaps in the records of coaches' activities and how they can be filled. Oral histories can capture missing information. Additional questions, beyond those found in Appendix 1, could include how the coach contributed to his/her sport historically through rule changes and specific game incidents or controversies (protests, tournament appeals, dangerous game conditions, questionable officiating, and unethical behavior of coaches or players). These are all little pieces of the greater picture concerning the contributions of women's intercollegiate athletics.

Concurrent with the growing interest in the history of intercollegiate athletics for men and women will be the use of academic archives. If archivists begin to consider and implement strategies to ensure these materials are collected, they will preserve the various levels of activity within intercollegiate athletics.

As the case study evolved, I expanded the list of issues and concerns that are involved with coaching. From this list I developed a set of collecting guidelines for soliciting coaches' papers to help educate those in athletics and to assist archivists (see Appendix 3). Since there has been no defined approach for col-

lecting and identifying materials in sport, I hope that these suggestions help those who consider developing a policy.

This case study revealed that the topical area of women's intercollegiate sport, particularly coaching, is not adequately documented in archives and that a formalized strategy needs to be developed. It is my hope that people involved in this area will become educated with regard to how their role can contribute to preserving this information. Coaches have a responsibility to contribute to an understanding of the history of athletic teams and sport in the academy. Adoption and consideration of a collecting policy will clarify the materials an archives should keep. Researchers who understand the various record series to access for coaching information in an archives will expedite their research. With this shared understanding, cooperation among these parties can contribute to new insights into the role of athletics within university life. Now is the time to act to ensure that the archival legacy in this area survives.

ABOUT THE AUTHOR: Mila C. Su is a Senior Assistant Librarian at the Penn State Altoona campus. She received her M.L.S. degree from Clarion University of Pennsylvania. She is currently a M.A. candidate in the History of Sport at the Pennsylvania State University, with a concentration in women's intercollegiate athletics.

NOTES

1. In this paper, the word sport, referring to athletic contests in which there is an outcome, will be used in reference to all sports in general. There will be occasions when the word sport and sports, that is in reference to a particular sport, are used interchangeably.
2. The most typical materials might include programs, press materials, photographs, videotapes and films, sports artifacts, memorabilia, posters, and oral histories.
3. Two recent conference papers, however, do address this area: Douglas A. Noverr, "Sport Archives: A Preliminary and Selective Survey of Patterns of Use, Needs and Resources" (Paper delivered at the North American Sport Library Network Conference, Overland Park, Kan., October 1991), and Amy Doherty, "College and University Sports Collections: Their Unique Collections and Nature" (Paper delivered at the spring meeting of the Mid-Atlantic Regional Archives Conference, New Jersey, May 1993). Noverr's paper reported his survey of various archives and hall of fame sport collections concerning their holdings and procedures for collecting, maintaining, and providing user services in the area of sport. Doherty's paper described the varied uses of a sports collection and the multitude of areas in archives that can be accessed while researching. She also discussed the issues of documentation and collecting information for sport archives. See also Maynard Brichford, "University Archives: Relationship With Faculty," pp. 31-37, and Laurence Veysey, "A Scholar's View of University Archives" pp. 145-154, both published in *The Management of College and University Archives* (Chicago: Society of American Archivists, 1992), which also provide useful background on faculty knowledge and use of archives. Brichford's article emphasizes the role of the faculty as users and donors of archival materials. He discusses why archivists need to develop a relationship with this group of people and the types of materials they generate. Veysey comments on the tendency to view an institutional archives locally when in actuality there is more than a one-dimensional relationship involved. Not only do archivists collect materials that are generated by their parent institution, they also, by virtue of inter-institutional communication, receive materials generated by other institutions and individuals. Therefore, it is more sensible to see institutional archives functioning on a national level as well as on local and regional levels. He also emphasizes the need to solicit materials from faculty to help balance the collection. These articles are relevant in understanding issues regarding faculty materials which are related to coaching materials.
4. The perception that the materials on team histories and coaching biographies are of public rather than academic interest contributes to the lack of archival use.

5. An example of archival materials on sport history ending up in archival custody can be found in Lynn Marr-Hugunia, *A History of Iowa Wrestling 1912-1984* (Ames, IA: Nicholas Enterprises, 1986). In this history of wrestling at Iowa State the author states in his preface about his thirty year cumulation of papers: "I was going to throw them out but...." He fortunately was persuaded otherwise and the papers are now housed in the archives.
6. Two recent publications on women coaches recently appeared: Nancy L. Price, *Courtly Love: A Profile of Coach Marsha Sharpe* (Arlington, TX: Sweet Pea Press, 1994), and Nena Rey Hawkes, *Elaine Michaels: Grand Lady of Volleyball* (Thesis, Union Institute, 1994).
7. Rewards were based on a point system for participation rather than on achievement. The associations allowed women to compete against each other through activities known as "field days," "play days," and, later on, "sport days" where exposure to various sports and social interactions occurred. During this time these events evolved from students representing different institutions playing together on one team against another similarly formed team, to multiple-sport events, to specific sport days where women from different institutions played against one another. Competitions were also held through telegraphing the results of individuals among various institutions. The athletic associations present in the majority of institutions provided leadership opportunities for students to direct the various programs. With the stigma that was attached to the word "athletic," some associations were later renamed "recreation associations."
8. In general, there was a movement for women's athletic teams to achieve varsity status during the mid-1960s to the early 1970s. However, when Title IX of the Educational Amendments of 1972 (20 U.S.C.A., sec. 1681-1686) was passed, it required many institutions to implement varsity status by 1974.
9. Many of the coed institutions and women's colleges provided early opportunities for women to participate in "competitive" physical activities. For these institutions, from the 1800s to the middle of the nineteenth to mid twentieth century, the main archival access points to women's sport will be under the physical education department records. There is a point in time for every institution where athletics and physical education splits into two separately administered departments. Again this varies by institution as well as for men's and women's athletics. However, as a general observation, by the later part of the twentieth century, women's sport is no longer under the auspices of the physical education department, but is separately administered under intercollegiate athletics usually with administrators of the unit.
10. Both men and women were coached simultaneously from club level to varsity status.

APPENDIX 1

Oral Interview Questions

1. What was your academic status?
2. What did you think your role was as a coach in higher education?
3. What do you feel you have contributed to PSU athletics?
4. Were you involved in:
 - achieving varsity status?
 - maintaining a budget?
 - recruiting?
 - awarding scholarships?
 - acquiring assistant coaches
 - protesting games?
 - legal repercussions?
5. What were your responsibilities? To whom did you have to report information?
6. What kind(s) of information did you have to report?
7. What positions did you hold in local, regional, and national associations? (contribution to sport/rules)
8. What was the most frustrating aspect of being a coach?
9. Was the team ever the subject of study by persons/departments doing research at PSU?
10. Did you ever take the team abroad?
11. Did you ever have speaking engagements?
12. What are the three biggest changes you have seen during the years you have coached to the present?

APPENDIX 2

Bibliography of Selected Titles that were Reviewed

- * Barner, W. G. *Mississippi Mayhem*. New York: Leisure Press, 1982.
- * Borkowski, Richard P. *Life and Contribution of Walter Camp to American Football*. Thesis: Temple University, 1979.
- Caldwell, Howard. *Tony Hinkel: Coach for All Seasons*. Bloomington, Indiana: Indiana University Press, 1991.
- Clary, Jack. *Army vs. Navy: Seventy Years of Football Rivalry*. New York: Ronald Press, 1965.
- Cross, George Lynn. *Presidents Can't Punt*. Tulsa: University of Oklahoma Press, 1977.
- Herskowitz, Mickey. *The Legend of Bear Bryant*. New York: McGraw Hill, 1987.
- Koehler, Michal D. *America's Greatest Coaches*. Champaign, Illinois: Leisure Press, 1990.
- * Look, Margaret K. *Courtney Master Oarsman, Champion Coach*. Interlaken, New York: Empire State Books, 1989.
- McCallum, John D. *PAC-10 Football: The Rose Bowl Conference*. Seattle: Writing Works, 1982.
- * Marr-Hugunia, Lynn. *A History of Wrestling at Iowa State University, 1912-1985*. Ames, Iowa: Nicholas Enterprises, 1986.
- Nickerson, Elinor. *Golf: a Womens' History*. Jefferson, North Carolina: McFarland, 1987.
- * O'Brien, Michael. *Vince: a Personal Biography of Vince Lombardi*. New York: Morrow, 1987.
- * Rice, Russell. *The Wildcats: a Story of Kentucky Football*. Huntsville, Alabama: Strode, 1975.
- Stabley, Fred. *The Spartans: A Story of Michigan State Football*. Huntsville, Alabama: Strode, 1975.
- * Steele, Michael R. *Knut Rockne: a Biobibliography*. Westport, Connecticut: Greenwood Press, 1983.
- * Webb, Bernice Larson. *The Basketball Man: James Naismith*. Lawrence: University of Kansas Press, 1973.
- Will, Perry. *The Wolverines: a Story of Michigan Football*. Huntsville, Alabama: Strode, 1974.

* asterisk indicates that archival resources were used and cited by the author.

APPENDIX 3

Collecting Guidelines for Coaches' Papers: Suggested Records and Manuscripts

Coaches contribute to an academic institutions' history and culture. Their papers and related information should be saved so the information may be used by researchers in the future. The following list is by no means inclusive, but serves to highlight information that can be used. Archivists need to exercise caution regarding confidentiality of student information. For any additional information contact the staff at the University archives.

1. Annual reports or related types of documentation that show a progression/direction/ philosophy of the coach and team.
2. Correspondence of coaches on all matters of team issues; e.g. scheduling, team philosophy/discipline, controversies, etc.
3. History or notes of rule changes that affect the team, sport, coaching, etc.
4. Documentation on changes in team status e.g., club to varsity or attempts to change status.
5. Studies or experiments conducted by other departments (a note of referral to department, and type of experiment would provide a cross reference).
6. Documents regarding permanence of coaching and other personnel.
7. Notes regarding practice schedules, diaries/journals.
8. Copies of speeches and other presentations.
9. Testimonies before legislative or investigative bodies.
10. Committee reports (internal and external) and staff meeting minutes.
11. Media guides, programs (if not already transferred by sports information), and other printed materials (scrapbooks).
12. Photographs: teams and individuals.
13. Films, video, or audio tapes.

