

Summer 1958

A Survey of the Scope of Football Programs and the Teaching and Training Aids Used in Western Kansas Class A High Schools

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A SURVEY OF THE SCOPE OF FOOTBALL PROGRAMS
AND THE TEACHING AND TRAINING AIDS USED
IN WESTERN KANSAS CLASS A HIGH SCHOOLS

being

A Master's Report presented to the Graduate
Faculty of Fort Hays Kansas State College in
partial fulfillment of the requirements
for the Degree Master of Science

by

Tom N. Cross
→

Date

July 17, 1958

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program. Problems arise in the program when the school enters the program in violation of the contract with the school, and community. A contract is a legal document that types, name, and address of various teaching centers. It is the purpose of this study (1) to determine the scope of the football program in Virginia between secondary schools, (2) to determine the teaching skills used (1) to determine the amount of time spent on the field and (2) to determine who was using the field.

Need for the study. While standards are being developed exist in regard to the level of instruction in football program, many factors are peculiar to each school often make it difficult for the administrators to set a set standards. Some of these factors are (1) size of the school, (2) community resources, and (3) contact established between schools. Many schools are in the process of trying to meet the situation. However, many of the

CHAPTER I

INTRODUCTION

Purpose of the study. The athletic coach and the school administrator are charged with many responsibilities, among them is providing an adequate interscholastic athletic program. Problems arise as how to best organize and administer the program to fulfill the needs of the student, school, and community. A second problem area includes the types, uses, and values of various teaching devices. It was the purpose of this study (1) to determine the scope of the football programs in Western Kansas secondary schools, (2) to determine the teaching aids used, and (3) to determine the amount of use and value of the aid as rated by the coach who was using the aid.

Need for the study. While standards and recommendations exist in regard to the scope and administration of football programs, several factors peculiar to this area often make it difficult for the administrator to follow the set standards. Some of these factors are (1) size of the school, (2) community pressures, and (3) distances involved between schools. Where these problems exist the administrator quite often turns to see what others in the area are doing to meet the situation. Conformity is one of the

strongest forces within our civilization. This study indicates how the majority of schools are dealing with the overall football program.

In the area of teaching aids for football there is very little literature available, and most of that is published by sporting goods companies as a part of their advertising program. This type of information quite often does not present all the facts in their true perspective. The writer was unable to locate any standards regarding football teaching aids. This study presents a guide as to what aids schools are using and also a value rating by the coaches who use the aids.

Limitations of the study. This study was limited to class A high schools of Western Kansas. All class A schools west of a north south line drawn through Salina were contacted. This section was chosen because of the writer's connection with the area and the fact that greater distances between towns in the Western section present situations which would not be in common with the Eastern section of the state.

Definition of term. The term "class A high school" shall be interpreted as meaning those schools with an enrollment of between 150 and 475 students. This classification is made by the Kansas State High School Activities

Association for the purpose of equalizing athletic competition and has no reference to the educational classification of the school.

Junior high schools shall be interpreted as meaning the seventh and eighth grades, and the term "elementary" shall be interpreted to mean grades one through six.

Methods used. The last week of April, 1958, a letter explaining the study, a three page questionnaire, and a self addressed stamped envelope were enclosed in an extra large envelope. One of these was sent to the head football coach of each class A school to be included in the study. Letters were sent to fifty-one schools and forty-nine returns were received by May 24, 1958. This was a return of over 96 per cent of the schools contacted.

In addition to the questionnaire many of the area coaches were contacted personally. Their suggestions proved valuable both in formulating the questionnaire, and in providing additional information and ideas regarding many of the questions concerning training aids.

CHAPTER II

AN ANALYSIS OF PROGRAMS

The enrollment in Kansas class A high schools ranges from 151 to 475 students. This wide range in size has resulted in a variety of programs and administrative policies in both the football programs and the overall educational plans.

Administration of school plan. The 8-4 educational plan was most common among the schools surveyed as it was used by thirty-nine schools or 80 per cent. Other plans were: four schools or 8 per cent used the 6-2-4 plan, three schools or 6 per cent used the 6-3-3 plan, two schools or 4 per cent used the 6-6 plan, one school or 2 per cent of those surveyed used the 6-4-4 plan.

Administration plan for football. The football program follows the overall school educational plan in forty-two schools or 86 per cent. The remaining 14 per cent deviate from the school plan for the following reasons: (1) eligibility, (2) league policies, and (3) schedule commitments.

Ninth grade participation. The trend is to separate ninth graders from the varsity squad, especially in the

larger schools. Ninth graders participate with the varsity in thirty-nine schools or 80 per cent; however, forty-four schools or 90 per cent stated that if a ninth grader were good enough he could win a varsity letter. This would indicate that some schools who normally separate ninth grade and varsity competition make exceptions in special cases.

Size of squads. The squads ranged in size from thirty in the smaller schools to seventy-five in the larger ones. The average size squad for the schools in this study was forty-three each. These figures are based on the averages for the past three years.

Size of coaching staffs. There were 146 coaches working in some way with the high school football programs. This is an average of 2.98 for each school. The range was from two coaches in the smaller schools to as high as six coaches indicated by one of the larger schools. However, twenty-nine schools or 60 per cent used three coaches to handle the program. An attempt was made to determine the exact breakdown of duties as to the number of coaches working with the varsity, number of coaches working with the "B" squad, and the number of coaches working with freshmen. In all but the largest schools considerable overlap of duties existed. The most common plan was to have two coaches

working with the varsity and one coach working with the freshman and "B" squad combined.

"B" squad schedules. The question of what makes up the "B" squad is a difficult one to answer. The most common practice was to limit it to freshmen and sophomores, and also to exclude anyone who started a varsity game the week previous. In some of the situations this would affect the better freshman and sophomore boys. Forty-six schools or 94 per cent played a "B" squad schedule and seven schools or 14 per cent awarded "B" squad letters. The average number of "B" squad games was five per school per season.

Freshman schedules. The majority of the schools in this study did not consistently have enough boys to play a regular freshman schedule. Fourteen schools or 29 per cent played a regular freshman schedule. The average number of freshman games was four per school per season. All schools playing a freshman schedule represent the upper enrollment group.

Elementary programs. Whereas the elementary and junior high football programs are not actually a part of the study, they do serve the purpose of indicating the amount of emphasis the schools place on their football programs. Some form of instruction in the basic skills of football on the

elementary level was indicated by twenty-one schools or 43 per cent. None of the elementary schools played interscholastic games.

Junior high programs. Interscholastic football games were played by thirty-seven schools or 75 per cent. The average number of junior high games each season was five per school. In a few cases the high school freshmen coach was also the junior high coach. One league administered the junior high football program by grouping seventh, eighth, and ninth graders even though the schools administration followed the 8-4 plan.

Block scheduling. This schedule was used by 17 per cent of the schools. No school indicated the use of this type of single one day block although one school had both a one day block and a seven day block. This schedule was used by 17 per cent of the schools. The schools which used this schedule indicated they used the one day block and one school indicated they used the seven day block. The value of the one day block followed exact pattern as the amount of use. Three schools of 17 per cent indicated excellent, two schools of 17 per cent indicated good, and

CHAPTER III

AN ANALYSIS OF TEACHING AND TRAINING AIDS

As is the case in all areas of learning, there are certain teaching aids which are used by football coaches to facilitate the teaching and learning of the basic game fundamentals. In the analysis of these teaching aids the number of schools that used the aid and the percentage of the total (based on the forty-nine returns) is given in each case. In analyzing the amount the device was used and the value of the device, only the opinions of the coaches who used the device were tabulated. Percentages in these two areas are based on the number of schools that used the particular teaching aid.

Blocking sleds. Six schools or 12 per cent used a one man sled. No school indicated the use of more than a single one man sled although two schools used both a one man sled and a seven man sled. Three coaches or 50 per cent indicated daily use of the sled, two coaches or 33 per cent indicated they used the sled often, and one coach or 17 per cent indicated he seldom used the sled. The rating as to the value of the one man sled followed exact pattern as the amount of use. Three coaches or 50 per cent indicated excellent, two coaches or 33 per cent indicated good, and

one coach or 17 per cent indicated that he considered the one man sled "only fair" as a teaching aid.

The two man Crowther sled was the most widely used type of sled in the study. Twenty-six schools or 53 per cent used it; however, no school indicated that they used more than one sled of this type. Thirteen coaches or 50 per cent indicated daily use, twelve coaches or 46 per cent indicated the sled was used often, and one coach or 4 per cent indicated he seldom used the sled. The two man Crowther sled was rated an excellent teaching aid by seventeen coaches or 65 per cent, eight coaches or 31 per cent rated it good, and one coach or 4 per cent rated it as "only fair."

Part three of the question concerned three man sleds. No school in this study indicated the use of a three man sled.

Ten schools or 20 per cent used a seven man sled; however, no school indicated that they used more than one sled of this type. Four coaches or 40 per cent indicated daily use, and six coaches or 60 per cent indicated they used the seven man sled often. Seven coaches or 70 per cent rated the seven man sled as an excellent teaching aid, and three coaches or 30 per cent rated it as good. It should be noted that no coach indicated he seldom used this aid and that no "only fair" ratings were given as to its value.

Dummies. The large standing type blocking dummy was the most commonly used aid in the study. Forty-seven schools or 96 per cent used this type of dummy leaving only two schools in the study who did not. The number of dummies used per school ranged from two in some of the smaller schools to twelve which was reported by two of the larger schools. Most schools reported using from four to seven which corresponds closely with the type of line defenses most teams face. Many coaches run their plays against these dummies. The average number of dummies used was 5.9 or nearly six per school. Twenty-eight coaches or 60 per cent indicated they used the standing dummy daily, and nineteen coaches or 40 per cent indicated they used it often. No coach indicated he seldom used the standing dummy. Twenty-three coaches or 49 per cent rated the standing dummy as an excellent teaching aid, twenty-three coaches or 49 per cent rated it good, and one coach or 2 per cent rated the standing dummy as "only fair."

Air dummies were used by thirty-five schools or 71 per cent. The number of dummies ranged from two in some of the smaller schools to fifteen which was reported by one of the larger schools. Most schools reported using either five or six, and the average was 5.8 or nearly six air dummies per school. Eighteen coaches or 51 per cent indicated they used the air dummy daily, twelve coaches or 34 per cent

indicated they used it often, and five coaches or 15 per cent indicated they seldom used the air dummy. Twenty coaches or 57 per cent rated the air dummy as an excellent teaching aid, twelve coaches or 34 per cent rated it good, and three coaches or 9 per cent rated the air dummy as "only fair."

Charging chutes. Seven schools or 14 per cent used some type of individual charging chute. Three coaches or 43 per cent indicated they used the individual charging chute daily, three coaches or 43 per cent indicated they used it often, and one coach or 17 per cent indicated he seldom used the individual charging chute. Four coaches or 57 per cent rated the individual charging chute as an excellent teaching aid, and three coaches or 43 per cent rated it good. The individual charging chute did not receive any ratings of "only fair."

A seven man charging chute was used by six schools or 12 per cent. Four coaches or 67 per cent indicated they used the seven man charging chute daily and two coaches or 33 per cent indicated they used it often. The value ratings followed the same pattern as did the amount of use, as four coaches or 67 per cent rated the seven man charging chute as an excellent teaching aid and two coaches or 33 per cent rated it good. No coach indicated he seldom used the seven man charging chute, and no "only fair" value ratings were given.

Blocking plank. A plank was used to help the blocker learn to keep his feet apart by thirty-one schools or 63 per cent. Nine coaches or 29 per cent indicated they used the plank daily, sixteen coaches or 52 per cent indicated they used it often, and six coaches or 19 per cent indicated they seldom used the plank. Fourteen coaches or 45 per cent rated the plank as an excellent teaching aid, fourteen coaches or 45 per cent rated it good, and three coaches or 10 per cent rated the plank as "only fair."

Old tires. Old tires, or some other form of obstacle course were used by thirty-three schools or 67 per cent. Ten coaches or 30 per cent indicated they used the obstacle course daily, eighteen coaches or 55 per cent indicated they used it often, and five coaches or 15 per cent indicated they seldom used the obstacle course. Ten coaches or 30 per cent rated the obstacle course as an excellent teaching aid, twenty-one coaches or 64 per cent rated it good, and two coaches or 6 per cent rated the obstacle course as "only fair."

Chinning bar. A chinning bar was used by twenty schools or 41 per cent. Eleven coaches or 55 per cent indicated they used the chinning bar daily, six coaches or 30 per cent indicated they used it often, and three coaches or 15 per cent indicated they seldom used the chinning bar.

Ten coaches or 50 per cent rated the chinning bar as an excellent training aid, nine coaches or 45 per cent rated it good, and one coach or 5 per cent rated the chinning bar as "only fair."

Weight training. A weight training program of some form was used by twenty-five schools or 51 per cent. The amount of use section on the questionnaire was difficult to mark on this question. From the comments written in and from personal interviews most coaches use the weight training as a part of their pre-season conditioning program. Quite often only a small part of the squad takes part. Usually the weight training program is limited to those boys who are especially interested or those who have a definite weakness which they are trying to correct. Despite being used on an informal basis in most cases, coaches rated the weight training program relatively high. Seventeen coaches or 68 per cent rated the weight training program excellent, six coaches or 24 per cent rated it good, and two coaches or 8 per cent rated the weight training program as "only fair."

Game films. Game films were used by twenty-eight schools or 57 per cent. A great deal of variation existed as to the number of games filmed by each school, and the method by which the picture was taken. The cost is the major factor in determining the school's policy on the filming of

games. The number of games filmed per school per season ranged from one to nine, and the average was 4.2 games per season. Fourteen schools or 50 per cent used school equipment and school personnel to take their films. Twelve schools or 43 per cent secured the services of a local businessman or photographer to do the filming. In some cases this service was provided without charge and in others it was not. One school purchased a reprint made from a film taken by one of their opponents. Another school secured a game film by using the coach's camera with his wife as the photographer. Seven schools or 25 per cent also indicated they filmed an early season scrimmage, and four schools or 14 per cent took films of individual performances. Twenty-one coaches or 75 per cent rated films as an excellent teaching aid, and two coaches or 7 per cent rated them good. Five coaches or 18 per cent did not answer this part of the question.

Filmstrips. Filmstrips were used by fifteen schools or 31 per cent. Eight schools or 53 per cent indicated they used rented material, and five schools or 33 per cent indicated they owned the filmstrips used. Two schools or 14 per cent did not answer this part of the question. The amount of use was relatively low as seven coaches or 47 per cent indicated they used them often and eight coaches or 53 per cent indicated they seldom used the filmstrips. Six coaches

or 40 per cent rated the filmstrips as an excellent teaching aid, six coaches or 40 per cent rated them good, and three coaches or 20 per cent rated the filmstrips as "only fair."

Practice fields. The question of whether or not one's practice field is separate from the game field may not closely relate itself to teaching and training aids; however, a separate practice field is highly desirable in presenting a more attractive situation and in helping to reduce injuries. In this study thirty-nine schools or 80 per cent have separate practice and game fields.

Best devices. The final question on the questionnaire read, "What would you say is the one best teaching device you use?" Although several coaches indicated contact and live demonstrations that was not the writer's interpretation of the question. A summary of the remaining answers follows: (1) large standing dummy, indicated by seventeen coaches or 35 per cent; (2) films, indicated by eleven coaches or 22 per cent; (3) two man Crowther sled, indicated by six coaches or 12 per cent; (4) air dummies, indicated by five coaches or 10 per cent; (5) the seven man sled, filmstrips, a swinging tire for passer to throw the ball through, and a firehose painted a different color at each position for backs to run their plays over were each listed only once.

CHAPTER IV

REVIEW OF THE LITERATURE

A wealth of information is available regarding basic principles and issues of competitive athletics. The majority of such information is too general to apply directly to the questions of this study. The information which closely applies will be related.

I. PROGRAMS

Administration plan for football. Football is a part of the interscholastic program and the interschool athletic program is in turn an integral part of the total physical education curriculum. Teachers who coach football have the same rights, privileges, and responsibilities as have other teachers. Football and the interscholastic athletic program as part of the instruction within the school should follow the administrative pattern set up for other instructional areas.

The responsibility for the interscholastic program should be assumed by the same authority that makes policies for the total instructional program. There should be no differentiation between the making of athletic policies and the formulation of educational policies in general.¹

¹Educational Policies Commission, School Athletics

Ninth grade participation. Varsity interscholastic athletic participation for children in the ninth grade has been sanctioned by most educational groups.²

Size of squads. No pertinent information dealing directly with this question was located.

Size of coaching staffs. Specific information in this area was lacking; however, some guides were located. In a discussion of local interscholastic athletic problems the Educational Policies Commission says, "Only those activities should be included in which there will be: (a) proper teaching and coaching, (b) adequate equipment, and (c) satisfactory playing facilities."³ Leaders in physical education believe that if real teaching is to take place the class should not be over twenty-five.⁴ The coaching of a football squad consisting of boys from four grade levels is even more specialized.

Problems and Policies (Washington: National Education Association, 1954) p. 57.

²Ibid., p. 30.

³Ibid., p. 58.

⁴R. T. DeWitt, Teaching Individual and Team Sports (New York: Prentice-Hall, Inc., 1953) p. 476.

"B" squad schedules. In the education of youth we take each youth where we find him in his educational progress and attempt to lead him to advancement in understanding and competency. This principle of education holds in football practice. Each youth's skill, knowledge, and potentiality is evaluated and he is placed with a team on which he can have developmental learning experiences.

There is little satisfaction in learning the skills and techniques of a game unless there is opportunity to use those skills in meaningful competition. In the atmosphere of contest some vital lessons of the game acquire their greatest educational values. Every competitor should have an opportunity to compete when there are approximately equal chances to win or lose, and when some significance is attached to the outcome. Since all teen-agers will not profit equally from all levels and intensities of competition, a sound educational program must provide varied opportunities for different types of adolescents--boys and girls, separately and together--in accordance with their emotional drive toward competitive activity as well as their levels of playing ability.⁵

Freshman schedules. The principles which apply to "B" team schedules apply equally well for freshman schedules.

Elementary programs. Physical education activities for this group should consist of simple relays, tag games, and lead-up games of low organization and simple rules.

⁵Educational Policies Commission, op. cit., p. 40.

Boxing, ice hockey, tackle football, and other contact games are definitely disapproved.⁶

The American Medical Association has taken a firm stand against interscholastic competition for elementary schools by their endorsement of stated educational policies. An example follows:

Interscholastic athletics are not recommended for elementary and junior high school boys. At those levels most boys are prepubescent, growing rapidly and insufficiently developed to withstand the physical and emotional strain of interscholastic competition. Their needs can be met best by a varied program of intramural activities.⁷

Junior high programs. Interscholastic athletics on the junior high level is a highly controversial subject. Most educational groups have clearly taken a stand against such competition.

Even though some boys in junior high school may be mature enough to play tackle football without serious risk, and even though these individuals might be identified by physical examination, it is not recommended that schools admit some boys to participation while excluding their classmates. Thus, the most practical, as well as the safest, policy is to limit junior high boys to touch football or flag football,⁸ postponing tackle football until senior high school.

⁶Ibid., pp. 27-29.

⁷American Association of School Administrators, Health in Schools; Twentieth Yearbook (revised edition; Washington: National Education Association, 1951), p. 157.

⁸Educational Policies Commission, op. cit., pp. 34-35.

Fait recently conducted a scientific study of junior high programs in the following major areas: (1) possibility or overworking the kidneys, (2) possibility of injury to the heart, (3) possibility of accidents that would cause a greater number of injuries of a permanent nature, (4) possibility of hindering growth, (5) possibility of emotional maladjustment. The author's findings indicated no greater danger in these areas to adolescents than to any other human being participating in competitive sports, provided that the organs are in good health when the exercise begins.⁹

II. TEACHING AND TRAINING AIDS

Objective information in the area of teaching and training aids used in teaching football was definitely lacking in the available literature. This was possibly due to a lack of objective study in the area. The opinions of college coaches are given in those cases where literature on the teaching aid was not available.

Blocking sleds. No literature on the value of blocking sleds could be found. Coach Gomer Jones of the University of Oklahoma highly recommends the use of the two man Crowther sled in developing motor ability and in the

⁹Hollis F. Fait, An Analytical Study of the Effects of Competitive Athletics upon Junior High Boys (Iowa City: University of Iowa, 1951.)

teaching of blocking.¹⁰ Coach Bernard Mertes of Kansas State College highly recommends the use of the seven man sled for teaching the lineman to work as a unit and in developing defensive skills.¹¹

Dummies. Many books and hundreds of short articles have been written on the types, purposes, and values of drills in teaching football. The majority of such drills utilize dummies in various ways. Coach Jones uses the large standing dummy for many of his drills. Coach Wayne McConnell of Fort Hays Kansas State College utilizes the air dummy in many drills, and also runs offensive plays against them.¹² The tackling dummy is seldom used on the college level because other aids have proven more efficient.

Charging chutes. No literature on the value of charging chutes seemed to be available. Coach McConnell

¹⁰The opinions of Mr. Jones were taken from the writer's notes on lectures and demonstrations by Gomer Jones, line coach at the University of Oklahoma, Norman, Oklahoma. These notes were accumulated at the University of Oklahoma Annual Football Clinic, 1956, 1957, and 1958.

¹¹The opinions of Mr. Mertes were taken from the writer's notes on lectures and demonstrations by Bernard Mertes, head football coach at Kansas State College, Manhattan, Kansas. These notes were accumulated in the course Advanced Athletic Coaching in June, 1956.

¹²The opinions of Wayne McConnell, head football coach at Fort Hays Kansas State College, were expressed in a personal interview with the writer on June 11, 1958, at Hays, Kansas.

recommends the individual chute in teaching stance and body balance. Coach Mertes recommends the seven man chute in teaching line-men to hit as a unit and in developing an explosive charge.

Blocking plank. No literature was located on the value of planks in teaching blocking. Coach Jones began use of this device several years ago and its use has rapidly spread into high schools and colleges throughout the country.

Old tires. No information was located on the value of an old tire obstacle course as a training aid. Coach McConnell highly recommends such an obstacle course in developing motor action and football skills.

Chinning bar. No information was located concerning the value of a chinning bar as a training aid, and none of the colleges contacted presently make use of this aid.

Weight training program. The use of weight training programs for football players is rapidly gaining acceptance. Many coaches have attempted to solve the problems of comparative physical inactivity of some football players during the off season by initiating a weight training program.¹³ According to Murray:

¹³Dick Clausen, "Weight Training for Football Players," Athletic Journal, 36:22, Feb., 1956.

The greatest value of weight training for football seems to be in cases where it is begun at the high school level, though it has been used as a conditioner by college and professional players.¹⁴

Several established football greats who began weight training while in high school are listed in available literature.

Game films. The use of high school films has rapidly expanded during the past ten years. Professional journals are currently presenting articles dealing with various phases of taking and using films of high school games.

We think that the use of films for our scholastic sports is one of the greatest aids to our profession, and it surely has taken the guess work out of coaching. The camera picks up every single play of the game. In this manner we can readily point out even the little mistakes in our patterns in viewing the game later on the screen.¹⁵

Filmstrips. No literature was located as to the value of filmstrips as a football teaching aid. Coach McConnell recommends them as an excellent teaching aid.

Practice fields. "Wherever possible there should be separate practices and playing fields so that the game field

¹⁴Jim Murray and Peter Karpovich, M. D., Weight Training In Athletics (Englewood Cliffs, N. J. : Prentice-Hall, Inc., 1956), p. 115.

¹⁵Ray Kooser, "Action Films in High School Coaching," Journal of Health Physical Education and Recreation, 28:56, Jan., 1957.

may be saved from as much abuse as possible.¹⁶ This is a statement by Charles Forsythe which tells the sentiment of most coaches.

¹⁶ Charles E. Forsythe, The Athletic Director's Handbook (Englewood Cliffs, N. J. : Prentice-Hall, Inc., 1956), p. 124.

CHAPTER V

RECOMMENDATIONS

I. PROGRAMS

The material set forth in this chapter is based upon the survey findings, the available literature, and suggestions from those people who have had experience in these areas. Each situation presents its own problems, and the recommendations presented here are meant as guides, not hard and fast rules.

Administration plan for football. The football plan should follow the same pattern as that set forth in the overall educational plan of the school. In most cases this will provide for a more efficient program from the standpoint of wiser selection of coaches and the type of program that is designed for the best interest of the student.

Ninth grade participation. One area of major concern is ninth grade participation, which is allowed by the eligibility rules of the Kansas State High School Activities Association. Since most schools in this study follow the 8-4 plan, most ninth grade boys are a part of the varsity squad. There are normally not enough boys out to justify a separate program for ninth graders. The question of what type of competition the ninth graders will have should be

answered for each boy individually. The coach must apply the guiding principles of growth and development in determining what is best for each boy.¹ Also, the entire program must be based on sound general principles of physical education.² The school should provide an opportunity for each boy to participate with others on his level of maturity and ability. Under this philosophy there can be no fast rule as to what type of participation will be allowed a boy who happens to be classified as a ninth grader.

Size of squads. There will necessarily be a large range in this area due to the size of schools involved. No healthy, interested boy should be deprived his chance to try for the squad. There should be at least thirty-five boys out if the school is to attempt a "B" squad schedule.

Size of coaching staffs. The size of the coaching staff should be based on the average size of the squad and the resources of the school. There should be a minimum of three men to handle the football program, and in the smaller class A schools three are adequate. In the larger schools more men are necessary to handle the larger "B" squads and

¹Maryhelen Vannier and Hollis Fait, Teaching Physical Education (Philadelphia: W. B. Saunders Co., 1957) pp. 14-34.

²Delbert Oberteuffer, Physical Education (revised edition; New York: Harper and Brothers, 1956) pp. 451-472.

freshman groups. With three or more men on the staff ample time, consideration, and instruction can be given to boys of all levels of ability and maturity. Also, practice is not seriously disrupted if a coach should have to leave the field in the case of an injured player or other unexpected emergency.

"B" squad schedules. The number of "B" squad games indicated in the survey is encouraging. This is certainly in keeping with the principle of athletic participation for all. "B" squad participation is also in keeping with the principle that learning should be progressive. These games greatly enrich the program for the younger boys and contribute to the morale of the entire squad. These reasons, combined with the fact that the average size squad for the schools of this study was forty-three boys, is ample justification for "B" squad games. There should be a limit of five games per season; and competent, registered officials should be obtained.

Freshman schedules. In schools with sufficient boys the scheduling of a limited number of freshman games can make a worthwhile contribution to the total program.

Elementary programs. There should be no football program on the elementary level. Physical education class-work that emphasizes overall development of motor skills

should be emphasized during this period of development. Lead-up games of low organization may be used in the fifth and sixth grade.

Junior high programs. Much of the criticism on junior high athletics, and particularly junior high football, stems from poorly administered programs rather than the program itself. Since interscholastic junior high football is firmly established in this area, major emphasis should be placed on prudent administration of existing programs. There should be: (1) qualified coaches, (2) proper fitting protective equipment, (3) adequate health safeguards, (4) equalized competition, (5) modified game rules (especially in regard to time) and (6) a limit of five games per season. A good program based on sound principles can serve the needs of this area and help to remove the evils often associated with interscholastic junior high football.

II. TEACHING AND TRAINING AIDS

In selection of teaching and training aids the following factors must be considered: (1) the size of the squad, (2) the size of the coaching staff, (3) the amount of time available, (4) the football philosophy and teaching methods of the coach, and (5) the resources of the school.

All teaching aids are valuable when put to proper use. Learning will best result when carefully planned seasonal and daily practice schedules include the discriminate use of teaching and training aids. To do this presents a different problem for each coach; the following recommendations should prove helpful.

Blocking sleds. The two man Crowther sled is one of the most diversified teaching aids available and is recommended for teaching many offensive, defensive, and motor ability skills.

The seven man sled is recommended for teaching players to function as a unit, as well as for further developing basic fundamentals. Cost is a limiting factor to many schools.

The one man sled and the three man sled are good devices, but they do not have the wide range of uses that the two and seven man sleds possess. If a new sled were to be purchased these factors should be considered; if the school has a one man or three man sled there is no reason why it should not be put to use.

Dummies. The large standing dummy is probably used in more teaching situations than any other aid. It is considered essential by many coaches. It is valuable in teaching many skills, helping to prevent injury, setting up

drills, and teaching plays. Each squad should have a minimum of six large standing dummies.

The air dummy has ease of mobility not possessed by the large standing type, and it has many of the same values. Air dummies are most effectively used in drills and situations that require considerable change of position. Each squad should have a minimum of six air dummies.

Tackling dummies have gone out of style in many schools because other aids will do the job more efficiently. The tackling dummy is good in teaching some phases of tackling, and if other suitable aids are not available the tackling dummy is recommended.

Charging chutes. Charging chutes, whether they are for one man or the entire line are valuable in teaching stance, explosive charge, balance, and phases of blocking technique. They are a relatively low cost aid and can provide an invaluable service.

Blocking plank. The value of using the plank in teaching the blocker to keep his feet apart laterally cannot be over emphasized. It is a low cost aid and should be used frequently in early season blocking fundamentals.

Old tires. An obstacle course made from discarded tires can be provided at little or no cost. There should

be enough tires so that three or four lines of boys can work at one time. This is a very good training aid in leg development and in arm-leg coordination so necessary in the game of football. The obstacle course helps to develop high knee action which aids in avoiding tacklers.

Chinning bar. Many coaches do not use a chinning bar because it is too time consuming. They recognize its training value. It is a valuable training aid if the idea is properly sold to the players, and an efficient plan is devised for its use.

Weight training program. Weight training is recommended as an excellent pre-season conditioner. There are disadvantages: (1) it must either be done in very small groups or there must be adequate equipment available for large groups. This would make the program costly. (2) It often cannot be properly supervised, and (3) there is the element of injury by accident. The favorable factors of increased leg and back strength and improved overall conditioning for those who are willing to do the work, however, far outweigh the disadvantages in a well organized program. Such a program can be initiated at reasonably low cost.

Game films. Game films are one of the most valuable teaching devices available if they are used objectively.

Many uses can be made of the film and every member of the team can benefit. Again, cost is a limiting factor. It is best if a school can do its own filming with its own equipment. Many schools have secured films at lower cost through a suitable arrangement with a local photographer. School resources will be the major factor in determining the number of games filmed. There should be at least two games filmed so that efforts and performances could be compared. The most common practice for those who film is to film all home games.

Filmstrips. Filmstrips are highly effective teaching aids and are recommended for the development of individual techniques. Major disadvantages include: (1) they are expensive, and (2) they are time consuming.

Practice fields. A practice field separate from the game field is recommended whenever possible. A separate practice field is a major factor in reducing injuries and in keeping the game field in the best possible condition for games throughout the season. Space for activity of all students in school is vitally needed. Plans for schools should include adequate play space.

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APPENDIX

Dear Coach:

As a part of a Master's Report at Fort Hays Kansas State College, I am conducting a survey attempting to determine the status of the football program in western Kansas class A high schools. The study includes facilities and equipment available for teaching football. Questionnaires are being sent to fifty-one class A schools, all west of Salina. Being a football coach also, I realize your time is limited, and I will not bother you with unnecessary explanation. The purpose of the survey is to determine the scope of the football program in class A schools in western Kansas. It will also serve as a guide for evaluation and comparison of similar situations.

If you will just check the questionnaire and return it in the enclosed envelope, I would greatly appreciate your cooperation. All schools in this study will be recognized but not identified by naming schools that cooperate. All data which you furnish will be treated confidentially.

I will be most happy to send you a copy of the information obtained if you so indicate. Thank you, in advance, for your help.

Sincerely,

Tom N. Cross
Phillipsburg, Kansas

1. Under what education plan does your school operate?
 - a. 8 - 4 plan _____
 - b. 6 - 3 - 3 plan _____
 - c. other plan _____
2. Does your football program follow the same plan as No. 1 above?

Yes _____ No _____
3. Do ninth graders participate with the high school varsity squad?

Yes _____ No _____
4. When ninth graders are good enough may they win a varsity letter?

Yes _____ No _____
5. What was the average number of boys on your full squad the past 3 years?

6. How many men are there on the coaching staff? _____
 - a. Number of men working with varsity only _____.
 - b. Number of men working with "B" squad only _____.
 - c. Number of men working with freshmen only _____.
 - d. Program is not broken down, all coaches work with all boys _____.
7. Do you play "B" squad schedule? Yes _____ No _____
 - a. How many games? _____
 - b. Do you award "B" squad letters? Yes _____ No _____
8. Do you play a strictly freshman schedule? Yes _____ No _____
 - a. How many games? _____
9. Do you have a program of instruction in some of the skills of football in the elementary level? Yes _____ No _____
10. Do you have interscholastic football on the Jr. High level?

Yes _____ No _____ Number of games _____

On the Elementary level?

Yes _____ No _____ Number of games _____

	Amount of Use					How Valuable Do You Consider This Device		
	Yes-No	Daily-(often Several)			Excellent	Good-Only fair		
Do you provide and use a chinning bar on the practice field?	() ()	()	()	()	()	()	()	
Do you conduct any form of weight training in connection with your football program?	() ()	()	()	()	()	()	()	
Do you take film of your games? How many _____	() ()	()	()	()	()	()	()	
a. Taken with school equipment, by school personnel.	() ()							
b. Taken by local businessmen or photographers.	() ()							
c. Other method. (briefly describe)								
d. Do you film anything other than games? (briefly describe)	() ()				()	()	()	
9. Do you use commercially prepared filmstrips?	() ()	()	()	()	()	()	()	
a. Rented strips	() ()							
b. School owns the strips	() ()							
10. Is your practice field separate from your game field?	() ()							
11. What would you say is the one best teaching device you use?								

Please send me a copy of the survey results. ()

Name _____

Address _____