

ATTRACTING HIGH SCHOOL BOYS TO
INTERSCHOLASTIC FOOTBALL

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A Thesis
Presented to
the Faculty of the Graduate School
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Kenneth Franklin England
August 1957

ATTRACTING HIGH SCHOOL BOYS TO
INTERSCHOOL FOOTBALL

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ACKNOWLEDGEMENTS

The writer wishes to express his profound appreciation to Dr. Peter W. Everett for his valuable guidance and assistance in this study. To Dr. Willis Smith, for allowing the use of one of his classes, the writer also owes a debt of gratitude. The writer also wishes to express appreciation to the coaches, administrators, students, and parents who contributed to this study.

To his wife, Jeanne Bigham England, who assisted with the preparation of this manuscript and who offered continuous encouragement during its preparation, the writer is deeply grateful.

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CHAPTER I

INTRODUCTION

Interscholastic athletics came into the educational program of our public schools as somewhat of an "illegitimate child." They had gained national prominence in the colleges and universities in the early part of the twentieth century and then slowly began to creep into the public schools. In the early stages, supervision, if present, was by students or coaches from outside the school. Since the predominating philosophy of education at that time centered on formal discipline, it was felt that play had no place in the program.

When, due to the unwholesomeness of the situation, the schools finally took over the direction of these interscholastic ventures, school authorities discovered that within such activities lay some amount of educational potential. Thus was the principle established that athletics belong to the school and are an integral part of the physical education curriculum. Competent leaders were then employed to develop the educational values of such activities.

Presently in schools where a good athletic program is found, it rates a place of high regard in the program of activities. In fact, it is felt by many that a properly conducted program of physical education and athletics contributes more toward our most universally accepted educational

objectives than any other area of study. Such a belief is most prominently accepted by the people in the field of physical education. School administrators, parents, students, and many others, however, are rapidly coming to recognize the full potentialities of athletics as a contributor to the total development of our young people.

Football, in its proper place in our secondary schools, is especially rich in educational value. In addition to the values to be received from any of the popular team sports sponsored by the school, football, as a vigorous contact sport, requires the additional development to a high degree of the participant's physical vigor, self-control, and determination. Such qualities are especially desirable in our competitive society of today. Participants are also sure to experience an abundance of sheer joy in this unique type of combat, with infinite possibilities for thrills that will form a repertory of cherished memories.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine whether decreasing interest in interscholastic football at the secondary school level is a statewide situation or a local problem, (2) to investigate the possible underlying causes for any waning interest, and

(3) to make recommendations for improvements in the football program in order that it might attract and therefore benefit a greater number of students.

Importance of the problem. Interscholastic football, with all of its beneficial values, should be benefiting as many boys as the facilities and coaching staff of a school will permit. This is not true in a number of schools in North Carolina. Some schools capable of accomodating fifty or sixty students have reported that they have trouble keeping enough boys out to have a full scrimmage. With so much to offer those who avail themselves of the opportunity to participate in this phase of the educational program, it behoves those who are concerned with it to solicit as wide participation as is possible. This study concerns itself with such "selling" of interscholastic football to our students.

II. DEFINITION OF TERMS USED

Secondary school. For the purposes of this study the term "secondary school" shall be interpreted as referring to any unit of the public school organization above the elementary level. Where the six-three-three- system of organization is used, it refers to the last six grades or junior and senior high school. Some systems use a five-three-four plan, in which case the last seven years are considered as secondary school. Where the eight-four plan is still used, the

last four years are considered to be the secondary school.

Interscholastic. Throughout this study the term "interscholastic" shall be interpreted as describing any activity or group which is specifically organized to meet competitively similar units from other schools.

Physical education. As here used, the term "physical education" shall be interpreted as purposeful supervised physical activity which benefits the participant physically, socially, and emotionally.

Program of activities. In this study the term "program of activities" shall be interpreted as meaning the sum total of educational experiences under the direction of the school.

Varsity. For the purposes of this study the term "varsity" shall be construed to mean the top unit of organization in a school's interscholastic football program as distinguished from the term "junior varsity" which designates the second unit of organization. Normally the varsity football team will consist of approximately thirty boys, predominately juniors and seniors. The junior varsity is considered as being in training to fill the varsity positions in later years.

CHAPTER II

REVIEW OF LITERATURE

The review of literature in the area of this problem necessitated a rather wide coverage because of the range of possible contributing factors to the problem.

Lawther¹ enumerated several factors which could have a bearing on the level of students' interest in football:

1. To become a fine athlete, a boy must have an intense and persisting urge to do so because it must drive him through long, hard practices, discouragements, temporary misfortunes, and tempting distractions. The beginning squad candidate who would rather date a girl or ride around in an automobile than practice has little future in the field of athletics.

2. Proper staff and facilities are necessary if a community wants as many of its youngsters as possible to benefit from athletic experience. If a community hires only one coach and provides very limited space the number of boys who can be accommodated effectively is quite limited. Non-playing substitutes get little attention and will probably lose interest.²

¹John D. Lawther, Psychology of Coaching (New York: Prentice-Hall, Inc., 1954), p. 64.

²Ibid., p. 72.

3. Transportation home after practice may present a problem for some boys who live an appreciable distance from the school. If they must walk home from practice they may arrive late and necessitate mother preparing an extra meal or they may have to pick up a snack somewhere before arriving home. Such eating habits do not contribute toward improvement of the athlete.

4. Many other activities make demands on the students' time.

5. Previous experience on midget teams of various sorts have a bearing on the interest of an individual.

6. There is a strong desire in the teen-age boy to impress the opposite sex. Athletics offer this opportunity, adding to a boy's popularity.³

7. The squad wit who seems to always be present on every squad is a valuable asset. He is able to see humor in every situation and makes the long practices and hard knocks more enjoyable for all.

8. The adult world is avidly interested in athletics and the average adult is a daily reader of the sports section of their newspapers. Much can be done through this media toward popularizing an activity.⁴

Forsythe⁵ lends his background of experiences as

³Ibid., p. 75. ⁴Ibid., p. 210.

⁵Charles E. Forsythe, Administration of High School Athletics (New York: Prentice-Hall, Inc., 1954), p. 62.

head of the state athletic association in Michigan to the study of our problem through the following points of consideration:

1. Nothing is more damaging to team morale than to have a member of the team constantly breaking training. Boys like to be a part of an organization with high standards because he may then take a great deal of pride in having been selected on his merits.

2. It seems advisable that the policies of an athletic program should be formulated by an athletic council composed of the superintendent, a member of the school board, one or two members of the faculty, one or two elected or appointed representatives of the student body, the principal, and the coaches. Such a representation should give everyone the feeling that they have a part in the program.⁶

3. The reputation of a school and the athletic program may be measured by the manner in which its athletic contests are conducted.⁷

4. A single news releasing agent should be responsible for publicity through all mediums. In all such publicity the first consideration is the students.

5. Athletic assemblies or clinics may be used to educate the student body and to arouse their interest in the game.⁸

⁶ Ibid., p. 160.

⁷ Ibid., p. 181.

⁸ Ibid., p. 186.

6. Extra clothing should be provided for substitutes. Parents legitimately object if their sons are insufficiently protected while sitting on the bench.

7. Adequate, properly fitting equipment should be available for all players. If it cannot be provided, the activity should not be sponsored.⁹

8. Sanitation of facilities and equipment help a boy to feel that he is a part of a good program. Clean locker and shower rooms and clean towels are welcome sights after a hard practice or game.¹⁰

9. Some type of insurance plan should be provided for each boy. Such insurance is a great consoling factor to parents, knowing that if their son is injured they will not be faced with a large medical bill.

10. Junior high athletics and the intramural program provide an excellent training ground and a source of interest for varsity football.¹¹

11. Student interest may be promoted by enlisting student aid at contests.

12. Proper goals should be set for the interscholastic athletic program. These might well be friendly rivalry, new friendships, playing skills, good sportsmanship, and

⁹Ibid., p. 285.

¹⁰Ibid., p. 294.

¹¹Ibid., p. 295.

improved community relations. With such goals as these it is difficult to imagine a season in any sport that could not rightly be judge a success and every boy likes to be part of a successful team.¹²

Hughes and French¹³ feel that athletics, like all physical education, should be so conducted that they contribute to the development of vigorous health and physical fitness, and to a positive attitude toward its maintenance throughout life; to the development of play interests, habits, and attitudes which will be useful in finding wholesome outlets for recreation during leisure time throughout life; to the development of desirable social growth and adjustment and to relief of emotional strains and tensions. They also express the opinion that practice sessions should be kept to a reasonable length so that the boys are not overly fatigued nor reach home too late.¹⁴

Bible,¹⁵ for many years a successful coach, states that when it is necessary to criticize a player, the coach should do it in the dressing room or in the office with the door closed. A boy will accept fair and constructive

¹²Ibid., p.5.

¹³Leonard W. Hughes and Esther French, The Administration of Physical Education (New York: A. S. Barnes and Company, 1954), p.168.

¹⁴Ibid., p.182.

¹⁵Dana X Bible, Championship Football (New York: Prentice-Hall, Inc., 1947), p.248.

criticism if it is delivered in private or with his own group but will resent being dressed down in the presence of outsiders. Bible also emphasizes that good public relations are important and should not be taken for granted. The coach should maintain good relations with the press and radio and should always deal frankly and fairly with them.¹⁶ Pictures are very important to public relations and an entire afternoon may well be set aside for taking the necessary pictures.¹⁷ An intra-squad game early in the fall for the benefit of the fans may also serve a useful purpose in public relations.¹⁸

A point for "selling" the athletic program is supplied by Sperling¹⁹ who found statistically reliable differences in the personality patterns of those boys who participated in varsity athletics as distinguished from those of the non-athlete group. The social implications of this are most significant because the study indicated that a more socially desirable degree of personality development accompanies greater experience in interschool athletic activities.

Tatum and Giese²⁰ point out one of the highlights of

¹⁶ Ibid., p.253. ¹⁷ Ibid., p.254. ¹⁸ Ibid., p.255.

¹⁹ A. P. Sperling, "Relationship Between Personality Adjustment and Achievement in Physical Education Activities," Research Quarterly, 14: 352, May, 1942

²⁰ James M. Tatum and Warren K. Giese, Coaching Football and the Split T Formation (Dubuque, Iowa: Wm. C. Brown Company, 1953), p. 15

interscholastic football for any boy--the opportunity for travel to other schools. Such travel enables them to meet people, to make new acquaintances, and to learn about other schools and localities.

McCloy²¹ intimates that interscholastic football could well be considered a service activity because it is one in which the boy gives more than he gets. He gives for an ideal, an institution, for a group, and not just for himself.

Gilles²² points out several factors which could have a bearing on the improvement of the popularity of football in a community:

1. To be of maximum effectiveness, the athletic program should include educative exercises to reach all non-participating students and community followers of the school teams in order to insure a proper understanding and appreciation of the sports skills and of adherence to principles of game ethics.

2. Games should be scheduled so that the team can reach home not later than midnight of the same day.

²¹C. H. McCloy, "Youth, Sports, and Democracy," Proceedings 56th Annual Convention, American Association for Health, Physical Education, and Recreation (Washington: American Association for Health, Physical Education, and Recreation, 1951), p. 96.

²²Frederick J. Gilles, "Athletics in Education," Proceedings 54th Annual Convention, American Association for Health, Physical Education, and Recreation (Syracuse, N. Y.: American Association for Health, Physical Education, and Recreation, 1949) p. 219.

3. Only coaches who have the highest ideals should be employed.²³

4. It should be made known to every mother and father, as well as the general public, that athletics in the school program is, like drama, debating and band--not to mention reading, writing, arithmetic and other academic studies--one means of helping the child achieve the harmonious development of all his faculties, mental, moral, spiritual, and physical.²⁴

Voltmer and Esslinger²⁵ point up the importance of a sound policy regarding the legal and financial responsibility of the school for injuries incurred in athletics and the extensive publicizing of this policy. Some form of insurance is highly desirable.

The Educational Policies Commission of the National Education Association²⁶ has set forth some characteristics of an ideal athletic program which would be most attractive to boys and which they would find worthwhile when they became participants:

1. All pupils in the school should be encouraged to participate in satisfying play, in the physical education

²³Ibid., p. 220. ²⁴Ibid., p. 221.

²⁵Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: F. S. Crofts and Company, 1940), p. 226.

²⁶Educational Policies Commission, A Checklist On School Athletics (Washington: National Education Association, 1954). p. 1.

classes and the intramural program.

2. In determining policies and procedures for the athletic program, the health and welfare of the participants should be considered paramount.

3. Adequate protective equipment and other safeguards should be provided for all participants, including clean hygienic facilities.²⁷

4. All athletics in the school should be administered as part of the school program of physical education.²⁸

5. All who coach must be competently trained and must consistently set good examples in the matter of sportsmanship and personal conduct. They should make every effort to use their influence with students to help them with personal problems.²⁹

6. A broad athletic program should be provided at the junior high school level, where all leaders of athletic activities should be competently trained.³⁰

7. Interscholastic games should be scheduled only with schools that maintain acceptable principles and policies in their conduct of interscholastic athletics.

8. The board of education should always be adequately informed regarding interscholastic athletics in the school.³¹

²⁷Ibid., p. 2. ²⁸Ibid., p. 3. ²⁹Ibid., p.4-5.

³⁰Ibid., p. 6-7 ³¹Ibid., p. 7.

9. The elementary program of physical education should give every child the opportunity to engage in vigorous muscular activities.³²

10. The schools should be actively interested in providing community athletic programs for children and youth during the vacation period.

11. The school should assume the responsibility for informing the community about the athletic program and the standards of sportsmanship that should be observed in all athletic contests.³³

Lindeburg³⁴ emphasizes the significance to the athletic program of teaching fundamentals in the physical education classes. He tells the story of a high school basketball coach whose team, year after year, was either the league champ or a close contender for the title. When asked the reason for his continued success he pointed out that he had a continuous stream of material from his physical education classes because he taught them how to play the game. According to Lindeburg, this presents a point often overlooked in physical education programs--"to play the game and to be taught how to play have different results and outcomes on the realization and potentialities of the individual student." When merely playing, a boy increases his ability in a

³²Ibid., p. 6. ³³Ibid., p. 10.

³⁴Franklin A. Lindeburg, "Basketball Curriculum," Athletic Journal, 37:12, October, 1956.

haphazard manner, improving as he can by copying from others. Little knowledge is acquired as to correct methods and techniques. When taught the fundamentals, each boy in the class has an opportunity to learn to the best of his ability.

Laporte³⁵ puts great emphasis on the importance of the coach to an athletic program. According to him the inter-school athletic program requires very careful administration and should be supervised only by the very best trained physical education teachers available. Whether interschool athletic competition produces desirable or undesirable results will depend almost entirely upon the type of leadership. The results will invariably be excellent if the coaches stress the fine ideals to be derived from participation.

Williams and Brownell³⁶ place similar importance on the place of the coach. They state that no other teacher enjoys such a rich opportunity for molding the character of adolescent youth. Thus leadership in athletics is of paramount importance and sound character is vital in selecting a coach. His true caliber is sure to show through under the pressures and complexities of the job. They also feel

³⁵ Wm. Ralph Laporte, The Physical Education Curriculum (Los Angeles: The University of Southern California Press, 1947), p. 58.

³⁶ Jesse Feiring Williams and Clifford Lee Brownell, The Administration of Health Education and Physical Education Fourth Edition (Philadelphia: W. B. Saunders Company, 1951), p. 220.

that "the school cannot accept responsibility for injuries received in athletic contests but should be instrumental in substituting adequate insurance protection."

The American Association for Health, Physical Education, and Recreation, in a recent publication,³⁸ emphasize the point that all education programs, including athletics, should only be established to accomplish certain desirable outcomes in students and that there should be a continuous evaluation in terms of these objectives. Such desirable changes may be classified as: (1) development and maintenance of normal physical fitness, (2) development of useful recreational skills, (3) development of desirable attitudes toward physical activities, and (4) development of emotional stability and social adjustment.

Hecht³⁹ points up the softness of our American youth, which could have a great effect on their interest in football, by comparing the scores of American children age six to sixteen with those of Austrian and Italian children on the Kraus-Weber Test. Only 8.7 per cent of the European youngsters failed the test as compared to 57.9 per cent of

³⁷ Ibid., p. 223.

³⁸ Administrative Problems in Health Education, Physical Education, and Recreation (Washington: American Association for Health, Physical Education, and Recreation, 1953), p.131.

³⁹ George J. Hecht, "Do Our Children Need Toughening Up?" Parents' Magazine, 31:31, September, 1956.

the American children tested. Hecht states that the nation has become so motorized that few children walk to school and fewer parents walk to work. Sitting has become a national disease of our children. They go from playpen to strollers, to school buses or cars, and in addition to twenty to thirty hours per week of sitting in school, they spend another twenty to thirty hours sitting before television sets. He feels that the fitness program should begin in the home and should be participated in by all members of the family. Better use should be made of athletic and recreation facilities and opportunities.

Stump,⁴⁰ a sports writer and father of a growing eleven year old boy, began his own investigation after reading an insurance report on football injuries. In consulting with Dr. Floyd R. Eastwood at Purdue University, chairman of the Committee on Injuries and Fatalities for the American Football Coaches Association, the figures he found were confirmed. Eastwood hastened to add, however:

We are out to stop the destruction of players. The saddest part of the whole mess is that it shouldn't exist at all. Kids don't have to get hurt. If we can only educate school heads, coaches, and trainers to proper safety methods--and awaken the parents to put pressure on authorities in charge--we can cut injuries so far they won't be a problem.

⁴⁰ Al Stump, "Should Your Boy Play Football?," American Magazine, 158:26, October, 1954.

Eastwood expressed the belief that parents are the key to the solution of carelessness in equipping and organizing boys on high school teams. He stated that parents should set about to correct the deficiencies of (1) inferior equipment, (2) scanty medical examinations, (3) poor coaching attitude and technique, (4) bad officiating, (5) overemphasis on winning, and (6) failure to recognize emotional weaknesses among the boys. He further stated that if boys can participate without being hurt there is nothing like a game of football to build competitive skills and confidence in a youngster. When football is thoroughly investigated by parents to assure the highest type of safeguards, the game is highly endorsed by this expert on football injuries. His own son was playing on the local junior high team but under the following strict code of participation:

1. Approximately \$100 in top quality equipment must be furnished each boy including suspension type helmet, properly fitted, as well as full-weight shoulder, hip thigh, and knee padding, safety cleats, and a mouthpiece.

2. A thorough preseason examination and an additional series of twice-monthly checkups throughout the season.

3. Close family-coach cooperation--any minor injury called to the attention of the parents.

4. The school's policy on schedules and travel must be normal and the size and maturity of players must be balanced.

5. A competent team trainer must be available at all practices and games.

6. Every boy must be thoroughly warmed up before participation.

7. The "dead ball" rule must be strictly enforced to prevent needless gang-tackling.

8. "Little" hazards are not overlooked--such as padding goalposts, rubber yard markers used, field free from foreign objects such as rocks, and a five yard safety zone around the field.

9. The school must assure a low cost insurance plan. After a thorough investigation of his own and lengthy consultations with Dr. Eastwood, Stump and his wife came to the conclusion that their young son, given proper protection, would be safer and receive much more benefit from participation in a good football program than he would in a hot red or sliding down a mountain on skis.⁴¹

Wilkow⁴² presents an idea which might be very useful in improving public relations and attracting boys to football. His idea consists of the preparing of a brochure which will include general school information such as location, enrollment, administrative officers, school conference, school

⁴¹Ibid., p.27

⁴²Harry Wilkow, "Sports Brochures, Good Public Relations," Scholastic Coach, 24: 40, November, 1954.

colors, team nickname and any other information that might be important as reference material for sportswriters and such-- schedule, last year's record, coaches, roster of players with year in school, height, weight, letters won, and a brief biography including other sports played, general athletic ability, records held, and awards won. A roster and schedule for the junior varsity squad should also be included. Such a brochure could be illustrated with drawings and cartoons of sports figures to make it more interesting and attractive. It might be printed on the duplicator and should be distributed to the press and radio personnel and other interested persons.

Little⁴³ has presented a number of promotion ideas which might well be utilized for football though they were specifically designed to promote track:

1. Promoting interest in a sport involves "selling" the community as well as the students in the school, and it must be diligently pursued the year round.

2. Coaches should become friendly with the local sportswriters and radio announcers, explain the problem and ask for their cooperation. Provide them with as much information as possible. Dig up information on previous performances and other background information. Provide newspapers with pictures and allow broadcasting of the games.

⁴³James H. Little, "How to Interest More Boys in Track," Scholastic Coach, 24: 36, December, 1954.

3. Provide colorful and attractive equipment for the team. Make them feel that they have the best.⁴⁴

4. Make movies which may be used at student assemblies as well as for civic organizations.

5. Organize well ahead of the season with promotion campaigns; publicize the season schedule and the start of practice.

6. Plan an assembly just prior to the first contest. Put into it as much enthusiasm as possible.⁴⁵

7. Use bulletin boards in the hall and locker room to the best advantage. In the locker room such items as slogans, schedules, daily practice schedule, and form pictures might be used.

8. Provide a table of related books in the library and post with them a running list of related articles.

9. Start introducing boys to the activity late in elementary school.⁴⁶

10. Hold a clinic for the student body sometime during the season using team members to demonstrate.

Grieve,⁴⁷ a junior high school coach, points out to parents some things for them to consider before permitting their sons to participate in interscholastic football:

⁴⁴Ibid., p.37 ⁴⁵Ibid., p.38. ⁴⁶Ibid., p.39.

⁴⁷Andrew W. Grieve, "Should Your Boy Play Football?" Parents' Magazine, 31: 58, October, 1956

1. The decision to play or not to play should rest with the parents and the boy, and both should beware of pressures exerted on the boy from his own social group, overzealous adults, principals, and coaches.

2. Organized tackle football before the age of fourteen should not be engaged in. Touch football affords practice in all phases of the game except tackling.

3. Aside from age, the essential thing that makes a boy fit to play football is that he indicate some ruggedness. An indication of such ruggedness is that he enjoys activities involving physical contact such as good natured wrestling and rough play.

4. A thorough physical examination is a necessity and further protection should be assured by checking the equipment which your boy will use.

5. Get acquainted with the coach and find out what type of fellow he really is--if he has the interests of the boys at heart and not endowed with over ambition to win.

Hess⁴⁸ points out that most of the evils associated with athletics are from outside sources and that there is nothing inherently wrong with sports themselves. The artificial stimuli brought about by highly organized leagues, schedules, travel, championships, tournaments,

⁴⁸ Lewis A. Hess, "Competitive Athletics for My Son?" Childhood Education, 31: 442, May, 1955.

newspaper publicity, awards, and rewards, too often lead to a false sense of values. Boys should be competing for the sake of play and not for the benefit of the parents' ego, nor should they be under the pressure of meeting expectations beyond their maturity.

A constant controversy has continually raged in education concerning the grade requirements for eligibility of athletes. A number of students each year miss their chance for participation in football because they are declared ineligible for grades which do not meet standards. Lerch,⁴⁹ a guidance director in a Pennsylvania high school, approaches the problem from a guidance point of view. He does not believe that failing students should be prohibited from participating in an activity because in an activity of his choice a student may find some phase of school life where he can be successful and feel that he is somebody who belongs. Lerch conducted experiments where failing students were withdrawn from their activities and assigned to supervised study halls for the purpose of improving their grades. The students showed no improvement in their grades and since they had been removed from one of the pleasant experiences they were enjoying in school it affected their general

⁴⁹ Elbert M. Lerch, "Should We Restrict Student Participation in Activities?" School Activities, 26: 297, May, 1955.

attitude in school. It is conceded that some activities offer more to a student than a classroom subject.

Bongart⁵⁰ points out a number of factors which enter into the eligibility question:

1. Discrimination of any sort today is attacked with vengeance but one phase of discrimination against athletes capable of doing only sub-standard academic work.

2. It is held that athletics should not interfere with one's academic pursuits but it should not demote an "A" student into a "B" student any more than it should make a "D" student become an "F" student. Yet this is not considered in the ruling of any state.

3. Because marking policies vary considerably from one school to another and even within a school, a student who is declared ineligible in one school might be making a "C" in another with the same quality of work if the marking policy was not so strict.

4. Some people have expressed fear that if the set standards are removed that the school athletic program would be inherited by the slow learners and the good name of the school would be jeopardized. Certainly the number of athletes not capable of maintaining a "D" work are in the minority but it is in minority groups where discrimination

⁵⁰ Robert G. Bongart, "Why Discriminate in Sports?" School Activities, 26: 163, January, 1955.

has its greatest effect. Psychological studies bear out the evidence that athletes are not largely long on brawn and short on brain. Quite the opposite is actually true.⁵¹

5. Results of many studies to determine whether athletics interfere with a boy's studies have proven conclusively that students do not drop but rather they rise.

6. We maintain in many of our schools guidance counselors who are certainly capable of deciding whether a boy is working up to capacity and if not, why not? Such facts should be ascertained notwithstanding the influence of athletics.

7. Why should we refuse a small group of students the opportunity to excel in the area of the school program in which they can. We pride ourselves on our adaptation to the individual and we theoretically strive to adjust the school curriculum to meet the abilities and the needs of all but is denial of one's chance to contribute to the school program and inhibiting one's effort to attain a wholesome adjustment to school and life our way of demonstrating our belief in democracy in education?

⁵¹Ibid., p.164.

CHAPTER III

PROCEDURES, METHODS, AND TECHNIQUES

Scattered reports of decreasing interest in interscholastic football were heard from a number of coaches during the 1956 season. This study was initiated at that time to investigate further this problem and its possible implications.

An infinite number of possible contributing factors presented themselves when the problem was first considered. Of course, the first thought was of the all important coach. Just how important is he to making the program attractive to our teen-age boys? What is the importance of the transportation problem for boys who live several miles from the school? What effect does the won-lost record have on the interest in football? How important is a good program of public relations? Does experience with the game in physical education classes, intramurals, or recreation leagues have an effect upon interest in interscholastic competition? Do parents refuse their children participation because they fear injuries? Are boys being priced out of football by the high cost of equipment and insurance which they must purchase? These questions and many related ones came to mind in the original conception of this problem.

The first step in studying the problem was the reading and analyzing of the literature in the Appalachian State Teachers College Library which was related to the problem under inquiry. This literature was searched for possible suggestions as to why high school boys in some schools are not interested in participating in football and how they can best be attracted and kept interested. Eleven articles in periodicals were found which touched on the area of study and pertinent information was found in eleven books.

With the information gleaned from this review of literature and from the original questions which came to mind when the problem was first conceived, a questionnaire (see Appendix, page 87) was constructed which was intended to permit the examination of as many situations over North Carolina as possible. It was also intended to assist in the isolation for more detailed study of several schools which continually attract a large number of boys to football and several which had a definite problem with decreasing interest. In addition, it was expected that from the returned questionnaires the writer would be able to determine some common characteristics of programs in each of the two classifications.

In April, 1957, the questionnaire, with a letter stating the purpose of the study (see Appendix, page 86) was sent to the head football coach in one hundred secondary schools in North Carolina. Eighty-five of these schools were

were selected at random from the educational directory of North Carolina. An additional fifteen questionnaires were handed to coaches attending Saturday classes at Appalachian State Teachers College. Fifty-nine of the one hundred questionnaires were returned. From information taken from these questionnaires and from discussions with a number of coaches, four schools of various sizes were selected as representative of those with definite problems in attracting boys to interscholastic football. Four schools were also selected as representative of programs which attract a large percentage of boys to football. These were selected on the basis of being true examples of the group, representing a variety of situations within each group, and for convenience for detailed study.

Facilities were examined in each of these eight schools, and coaches, administrators, students, and parents were interviewed in an attempt to establish the most noteworthy causes for an abundance or absence of interest in the football program in each of these schools.

To supplement the first-hand information from the coaches of these eight schools, an additional three coaches from other schools were interviewed concerning the implications of the problem. The problem was also aired for three full class periods in a class on administration of athletics at Appalachian State Teachers College. Taking part in the

class discussion of the problem were twelve coaches from schools in North Carolina, one coach from South Carolina and one from Florida, two North Carolina principals, and one physical education teacher, in addition to Dr. Willis E. Smith, visiting professor from the University of Miami.

The accumulated data were organized in such a way as to compare, in as many respects as the data would allow, those schools which reported having a definite problem with lack of interest and those schools which reported having no problem in this respect. Most of the data from the questionnaires were presented in Table I, pages 33-41, and those items which could not be shown there to best advantage were presented in separate tables.

The information collected in interviews with coaches, administrators, students, and parents, was thoroughly discussed in view of the issues involved and the conclusions reached by the graduate class on administration of athletics were listed.

CHAPTER IV

ANALYSIS OF FINDINGS

The findings of this study include information from a questionnaire sent to coaches in North Carolina; general information derived from visiting several schools in addition to opinions expressed by coaches, parents, students, and administrators in discussions with them; and conclusions arrived at by a group of coaches, teachers, and administrators composing a graduate class in administration of athletics. The questionnaire enabled the examination, at least superficially, of a large number of schools. Visits to eight of the schools returning questionnaires, and discussions with the people involved with the football program, made possible a close examination of those particular situations. All the data gathered from these sources were discussed by a class of graduate students at Appalachian State Teachers College, all of whom had been working in the area of athletics, and their conclusions were considered to be valuable findings.

Analysis of questionnaire. Of the fifty-nine schools returning the questionnaires, sixteen, or twenty-seven per cent, stated that they considered decreasing interest in football a problem in their school. The remaining forty-three schools, seventy-three per cent of the total returning questionnaires, did not consider decreasing interest

in football a problem but of this group thirty-three schools or seventy-seven per cent reported that they had boys in school whom they considered good prospective football material but who had not been out for football or had dropped football.

For purposes of comparison, the schools were divided into two groups, those with a problem and those without a problem, and the results of the questionnaire were tabulated in this manner. Table I, pages 33-41, contains information on all questions with the exception of questions 1, 7, 10, and 37 which could best be shown separately. Question 1 includes only the name of the school and the school system and a complete list of schools returning questionnaires is included in the Appendix. Data from question 7, calling for the number of years the coaches had been in their present position, are presented in Table II, page 51. Conference affiliations from question 10 are shown in Table III, page 53. Table IV, page 54, shows additional information on question 27. Question 37, calling for additional comments pertinent to the study, is covered in the list of comments, pages 57-64.

In the group of schools with no problem of decreasing interest, nine per cent in the AAA classification, forty-seven per cent were classified AA, thirty-five per cent were class A, and nine per cent were junior high schools. Of this group six schools, or fourteen per cent, all class A,

played six-man football. The group of sixteen schools which reported that they had a problem of decreasing interest in football, is made up of six per cent AAA schools, seventy-five per cent AA schools, and nineteen per cent class A schools.

It is notable that only one¹ out of five schools in the AAA athletic classification reported a problem of decreasing interest (Table I, page 33), and of the four junior high schools surveyed, not a single one of them had any apparent problem with decreasing interest. In fact, three of them had to cut boys from their squad because of equipment limitations. Only one² of ten schools reporting which included grades 10-12 fell into the classification of schools with a problem of decreasing interest.

The distribution of bus students was very evenly divided with no apparent difference of note between the percentage of bus students in the schools with a problem and those with no problem. Neither was there any striking difference in the number of boys enrolled (Table I, page 33).

In the ratio of coaches to boys (Table I, page 34), it was revealed that twenty-five per cent of the schools with a problem have a ratio of one coach to every thirty or more boys. Only ten per cent of the schools with no problem fall

¹This school was selected for detailed study.

²This school was also selected for detailed study.

TABLE I

ANALYSIS OF A QUESTIONNAIRE ON THE INTERSCHOLASTIC FOOTBALL PROGRAM

Question	Schools with no problem of decreasing interest Total-43 schools		Schools with a problem of decreasing interest Total-16 schools	
	Yes %	No % No. #	Yes %	No % No. #
2. Athletic classification				
AAA		4 9		1 6
AA		20 47		12 75
A		15 35		3 19
Jr. HI		4 9		...
3. Grades in school				
7-9		4 9		...
9-12		30 70		15 94
10-12		9 21		1 6
4. Students coming to school by bus in 1956-67 school year				
0-20%		12 28		4 25
21-40%		5 12		2 13
41-60%		3 7		3 19
61-80%		5 12		1 6
81-100%		13 30		6 38
No response		5 12		...
5. Number of boys enrolled 1956-57				
0-100		2 5		3 19
101-200		18 42		4 25
201-300		7 16		4 25
301-400		9 21		2 13
401-500		4 9		1 6

NOTE: Question numbers refer to questionnaire (see Appendix). Percentages listed are of the total schools in each separate classification unless otherwise indicated. Percentages are to the nearest whole number.

*Question 1 includes only the name of the school and the school system. A complete list of schools returning questionnaires is included in the Appendix.

TABLE I (continued)

Question	Schools with no problem of decreasing interest Total-43 schools		Schools with a problem of decreasing interest Total-16 schools	
	Yes %	No % No.	Yes %	No % No.
5. Number of boys enrolled 1956-57 (continued)				
501-600		3 7		1 6
601-700		- -		- -
701-800		- -		1 6
6. Ratio of coaches to boys on the football team				
1 to 10-15		9 21		4 25
1 to 16-20		11 26		4 25
1 to 21-25		14 33		4 25
1 to 26-30		5 12		- -
1 to 30-35		2 5		3 19
1 to 36+up		2 5		1 6
Do you consider your staff adequate?				
In quantity?	13 30	30 70	5 31	11 69
In quality?	32 74	11 26	13 81	3 19
8. Schools which have varsity only .				
Schools which also have JV team .				
Schools cutting boys from varsity from JV's				
Adjustments in team size during the 1956 season				
Dropped 1-5	19 44		7 44	
Dropped 6-10	24 56		9 56	
Dropped 11-15	6 18		- -	
Dropped 16-20	3 7		- -	
Dropped 21-25				
Dropped 26-30	14 33		1 6	
	10 23		4 25	
	4 9		3 19	
	2 5		2 13	
	- -		3 19	
	1 2		2 13	

* Question number 7 is covered in Table II, page 51.

Four schools cut because of equipment limitations.

TABLE I (continued)

Question	Schools with no problem of decreasing interest		Schools with a problem of decreasing interest	
	Yes %	No %	Yes %	No %
8. Adjustments in team size during the season (continued)				
Dropped 3/4up		1# 2		1# 6
Added players		6 14		-
No adjustment		5 12		-
Ratio of boys out for football at beginning of season to the total boys enrolled				
1 to 2-3	12	28	6	38
1 to 4-5	21	49	5	31
1 to 6-7	7	16	3	19
1 to 8-9	2	5	1	6
1 to 10-11	-	-	1	6
1 to 12-13	1	2	-	-
9. Number out for football in 1956 as compared with previous 2 years				
More	24	56	2	13
Same	17	40	6	38
Less	2	5	8	50
In relation to change in enrollment has the number-				
increased	25	58	1	6
decreased	6	14	14	88
remained same	12	28	1	6
11. Non-lost percentage				
.000-.200	1	2	1	6
.201-.400	4	9	4	25
.401-.600	16	37	7	44
.601-.800	19	44	2	13

*This team dropped 60 boys of the 110 who were out at the beginning of the season.

#This team had 10 boys out at the beginning of the season and later added 15 boys.

@Question number 10 is covered in Table III, page 53.

TABLE I (continued)

Question	Schools with no problem of decreasing interest Total-43 schools		Schools with a problem of decreasing interest Total-16 schools	
	Yes %	No %	Yes %	No %
11. Won-lost percentage (continued)				
.800-1.000 no response	2	5		2
Approximate average attendance at home games over past 5 years--	1	2		--
0-250	4	9		3
250-500	8	18		3
500-1000	8	18		3
1000-1500	3	7		4
1500-2000	4	9		4
2000-3000	3	7		--
3000-5000	3	7		--
over 5000	1*	2		--
Effect on attendance when team won at least 2 more games than previous year--	9	21		2
no response				13
Increased	14	33		5
Decreased	--	--		3
Remained constant	4	9		1
Effect on attendance when team lost at least 2 more games than previous year--	3	7		2
Increased	6	14		5
Decreased	12	28		3
Remained constant				1
12. Do local communications facilities give adequate publicity to the football program?	33	77	15	94
Newspaper	32	74	11	69
Radio	9	21	1	6
Television	6	14	1	6

* This school reported an average attendance of 12,000.

TABLE I (continued)

Question	Schools with no problem of decreasing interest Total-43 schools		Schools with a problem of decreasing interest Total-16 schools	
	Yes %	No %	Yes %	No %
13. Do you have an intramural football program?	20 47	23 53	4 25	12 75
Touch Tackle	20 47	20 47	4 25	4 25
14. Is effort made to teach football fundamentals to all students in physical education classes?	23 53	20 47	8 50	8 50
if no, to whom are fundamentals taught other than football team?				
Nobody		20 47		8 50
15. Are arrangements made for transportation home for players who are bus students?	9 21	34 79	4 25	12 75
16. Is insurance carried on each boy on the squad?	40 93	3 7	15 94	1 6
Only boys paying for it		2 5		1 6
Player pays total cost		12 28		2 13
School pays total cost		16 42		10 63
Cost is shared by both		12 28		3 19
17. Is there a team booster club in the community?	16 37	27 63	5 31	11 69
Kind of support rendered-				
Financial contribution		1 2		2 13
Lighting field		1 2		- -
New uniforms		1 2		- -
New stadium		1 2		- -
Banquet		1 2		- -
Awards		2 5		1 6

* One school has a policy of joint liability with the parents.

TABLE I (continued)

Question	Schools with no problem of decreasing interest Total-43 schools		Schools with a problem of decreasing interest Total-16 schools	
	Yes %	No %	Yes %	No %
17. Kind of support rendered (continued)				
Seeding playing field	-	---	-	---
Boosting attendance	9	21	9	21
Movie camera	-	---	-	---
18. Do you have a regular team doctor?	17	40	26	60
Attends all games	17	40	---	---
Ambulance available	34	79	9	21
19. If a senior high school, do feeder jr. hi schools have a football program?	18	46*	21	54*
Interscholastic-gr. 7, 8 & 9	5	12	5	12
Interscholastic-gr. 8 & 9	2	5	5	13
Interscholastic-gr. 9 only	2	5	2	5
Interscholastic-gr. 8 only	1	2	1	2
Intramural	3	7	3	7
20. What scholastic credit is given for football participation?				
Physical education credits	3	7	3	7
Extra-curricular points	3	7	3	7
None	37	86	37	86
21. What type of football awards are given?				
Trophies	13	30	13	30
Sweaters	1	2	1	2
Letters	42	97	42	97
Jackets	10	23	10	23
Medals	9	21	9	21
22. Do you normally have a football banquet?	38	88	5	12
	15	94	1	6

*These percentages are of the total number of senior high schools (39) in this group.

TABLE I (continued)

Question	Schools with no problem of decreasing interest Total-43 schools		Schools with a problem of decreasing interest Total-16 schools	
	Yes %	No %	Yes %	No %
26. Of whom is the athletic council composed? (continued)				
Principal		13 30		2 13
Students		2 5		1 6
Teachers		4 9		2 13
Coaches		13 30		2 13
Parents		5 12		0 0
	33 77	10 23	16 100	0 0
27. Do you have boys in your school whom you consider good football material but are not out?				
28. What is the length of your average practice session?				
30 min.-1 hr.		0 0		1 6
1 hr.-1½ hr.		15 35		1 6
1½ hrs.-2 hrs.		28 65		11 69
2 hrs.-2½ hrs.		0 0		3 19
29. Is laundry service offered for T shirt, ath. supporter, and socks?				
30. Do you consider your football budget adequate? If no, how much deficient?				
\$200		1 2		1 6
\$500		3 7		1 6
\$600		0 0		1 6
\$2000		0 0		2 13
No response		6 14		2 13
31. What pieces of equipment are your players required to purchase for themselves?				
Ath. supporter		29 67		11 69
Practice Jersey		3 7		1 6
T shirt		27 63		11 69

*Question 27 is more fully covered in Tables IV and V, pages 54 and 56.

TABLE I (continued)

Question	Schools with no problem of decreasing interest Total-43 schools			Schools with a problem of decreasing interest Total-16 schools		
	Yes %	No %	No. %	Yes %	No %	No. %
31. Pieces of equipment players are required to purchase (continued)						
Ankle wraps, knee braces, etc.						
Face protector			1 2			
Shoes			1 2			
Socks			26 60			10 63
None			28 65			10 63
			5 12			3 19
32. Are sufficient funds available for needed repairs and replacements?	38 88	5 12		12 75	4 25	
33. Is your practice area adequate in size?	32 74	11 26		13 81	3 19	
Is the surface suitable?	31 72	12 28		13 81	3 19	
34. Is the surface of your playing field suitable?	30 70	13 30		13 81	3 19	
35. How is your team transported to games away from home?						
School owned bus			25 58			11 69
Chartered bus			18 42			4 25
Private auto			-- --			-- --
36. Do you consider the decreasing interest in football a problem in your school?	-- --	43 100		16 100	-- --	
37.						

* Question 37 is covered in the list of comments, page 64.

into this category. In the head coaches' opinion of the adequacy of the staff, both in quality and quantity (Table I, page 34), there was no appreciable difference in the two groups of schools.

The percentages of schools with a varsity team only and those which also had a junior varsity team are identical for both groups (Table I, page 34). Only those schools with no interest problem cut anyone from their squad since, of course, those schools with an interest problem are most anxious to keep all those who come out. There was a notable difference in the two groups as to the adjustment in team size during the 1956 season (Table I, page 34). Thirty-three percent of the "no problem" group dropped only one to five boys and only six per cent of the schools in the "problem" group fell into this classification. On the other end of the scale, forty-five per cent of the "problem" group dropped sixteen or more boys from the squad after the season had started. Only seven per cent of the "no problem" group dropped this many boys. One school in this group had 110 boys out at the beginning of the season but dropped 60 of them. There were only two coaches in that school to work with those 110 boys. Twenty-six per cent of the "no problem" group either added to their squad during the season or kept all their original turn out. Only six per cent of the "problem" group fell into this category.

The ratio of boys out for football at the beginning

of the season to the total boys enrolled (Table I, page 35) showed no striking differences in the two groups. However, the number of boys out as compared to the previous two years (Table I, page 35) did show some interesting comparisons. Fifty-six per cent of the "no problem" group as compared to thirteen per cent of the "problem" group reported more boys out than in the two previous years. Forty per cent of the "no problem" schools reported approximately the same turnout as compared to thirty-eight per cent of the "problem" schools. Only five per cent of the "no problem" group reported less turnout and in the "problem" group fifty per cent fell into this category.

In relation to enrollment changes (Table I, page 35) fifty-eight per cent of the "no problem" group reported that the number of boys out for football had increased. Fourteen per cent reported a decrease, and twenty-eight per cent remained the same. In the "problem" group six per cent increased, eighty-eight per cent decreased, and six per cent remained the same.

The comparison of the won-lost percentages over the period of the last five years (Table I, page 35) shows that eleven per cent of the "no problem" group fall below the .400 point as compared to thirty-one per cent of the "problem" group. On the other end of the scale, forty-nine per cent of the "no problem" schools had a better than .600 average as compared to twenty-six per cent of the "problem" schools.

When the average attendance for home games over the past five years was computed for the surveyed schools (Table I, page 36), the comparisons were significant in that only nine per cent of the "no problem" group as compared to nineteen per cent of the "problem" group had an average attendance of 250 or less. Twenty-five per cent of the "no problem" group had an average attendance of 1500 or more and not a single school in the "problem" group could boast of such attendance.

Winning usually stimulates interest and this is borne out in that thirty-three per cent of the "no problem" group and thirty-one per cent of the "problem" group increased attendance when they won at least two more games than the previous year (Table I, page 36). Not a single school in either group had a decrease in attendance and only nine per cent of the "no problem" group and nineteen per cent of the "problem" group reported that their attendance remained constant.

The relationship was not so constant when a team lost at least two more games than the previous year. Figures show that seven per cent of the "no problem" group and thirteen per cent of the "problem" group increased attendance. Fourteen and thirty-one per cent respectively decreased in attendance. Twenty-eight per cent of the "no problem" schools and twenty-five per cent of the "problem" schools reported that their attendance remained constant.

In the coaches' opinion of the cooperation of local communications facilities (Table I, page 36), it is particularly significant that more of the coaches in the "no problem" group were displeased with the cooperation of the communications facilities than in the "problem" group.

Significant differences were noted in the number of schools in each group which had intramural football programs (Table I, page 37). Forty-seven per cent of the "no problem" group had such a program whereas only twenty-five per cent of the "problem" group. All of these intramural programs used only touch football.

Very little difference was noted in the number of schools in each group which made an effort to teach fundamentals to all students in physical education classes (Table I, page 37). Approximately half of the schools in each group were able to answer yes to this question.

Neither was there appreciable difference in the number of schools in each group which made arrangements for transportation home for players who were bus students (Table I, page 37). More similarity than difference was also noted in the insurance program (Table I, page 37). The only noticeable difference was in the number of schools paying the total cost of the insurance--forty-two per cent of the "no problem" group as compared to sixty-three per cent of the "problem" group.

Thirty-seven per cent of the "no problem" schools had a booster club in their community as compared to thirty-one per cent of the "problem" group (Table I, page 37). The type of support rendered by these clubs included financial contributions, lighting the field, purchasing new uniforms, building a new stadium, banquet awards, seeding the playing field, purchasing a movie camera, and boosting attendance.

Forty per cent of the "no problem" group had a regular team doctor and all of them reported that he attended all games with rare exception (Table I, page 38). Forty-four per cent of the "problem" group had a team doctor but only thirty-one per cent stated that he attended all games. Seventy-nine per cent of the "no problem" group reported that an ambulance was available as compared with fifty per cent in the "problem" group.

Practically no difference was indicated in the number of senior high schools which had junior high teams feeding them (Table I, page 38). Neither was there appreciable difference in the scholastic credit given for participation in interscholastic football. Eighty-six per cent of the "no problem" group and seventy-five per cent of the "problem" group reported no credit was given.

The type of awards given by each school varied only slightly (Table I, page 38), with the most popular award being the letter. Only one school in each of the groups did

not give letters. In schools with no problem, twenty-three per cent gave jackets and only two per cent gave sweaters. In schools with a problem the situation was reversed with thirty-one per cent giving sweaters and only thirteen per cent giving jackets.

Only a very small percentage of the surveyed schools did not have a banquet (Table I, page 38). In some cases only one banquet was held each year for all sports but this was considered on the same basis as a separate football banquet. Twelve per cent of the "no problem" group did not have a banquet and only six per cent of the "problem" group failed to have one. An assortment of methods for paying for the banquet were reported, the most popular of which were from the school athletic fund or by a civic club.

Parents of members of the team were admitted to some games free in thirty-five per cent of the "no problem" schools and in thirty-one per cent of the "problem" schools (Table I, page 39). Nine and six per cent respectively admitted these parents to all home games free. Twenty-one and twenty-five per cent respectively admitted parents of their players to one game and five per cent of the "no problem" group admitted their players' parents to two games free.

Only a small number of schools arranged pre-season clinics or demonstrations of any type for non-participating

students and the general public (Table I, page 39). Fourteen per cent of the "no problem" group had such demonstrations and only six per cent of the "problem" group.

No appreciable difference was seen in comparing the attitude of the administration in the schools of the two groups (Table I, page 39). There was, however, an appreciable difference in the number of schools in the two groups which had an athletic council which considered policies, schedules, budgets, etc. (Table I, page 39). In the "no problem" group thirty per cent of the schools had such a council whereas only thirteen per cent of the "problem" group had an athletic council. In the "no problem" group twenty-one per cent of the schools gave school board member a voice in the running of the athletic program through such a council; fourteen per cent included the superintendent, thirty per cent, or all the schools with a council included the principal and the coaches on it. Only five per cent included students; nine per cent had teachers on the council, and twelve per cent included parents. In the "problem" group thirteen per cent of the group included the principal, teachers, and coaches on their athletic council. Only six per cent included school board members, superintendent, and students. There were no schools in this group which included parents on their council.

The length of the average practice session was quite varied, ranging from thirty-five minutes to two and a half hours (Table I, page 40). Schools in the "problem" group accounted for both extremes, six per cent falling in the thirty minutes to an hour bracket and nineteen per cent practicing two to two and a half hours. Six per cent practiced from one to one and a half hours and sixty-nine per cent practiced one and a half to two hours. In the "no problem" group, thirty-five per cent practiced one to one and a half hours with the remaining sixty-five per cent utilizing one and a half to two hours.

The number of schools offering laundry service for T shirt, athletic supporter, and socks was almost identical in each group (Table I, page 40). With fifty-three per cent of the "no problem" group and fifty per cent of the "problem" group offering such service.

Twenty-three per cent of the head coaches in the "no problem" schools considered their football budget inadequate in amounts ranging from \$200 to \$500 (Table I, page 40). Fourteen per cent failed to state the amount. In the "problem" group, forty-four per cent considered their budget inadequate in amounts ranging from \$200 to \$2000, with thirteen per cent failing to state the amount.

There was practically no difference in the two groups in items of equipment which football players were required to

purchase for themselves (Table I, page 40). Neither was there appreciable difference in the number of schools in each group which required students to purchase these items. Athletic supporter, T shirt, socks, and shoes were the most common items with the practice jersey, face protector, and such special equipment as ankle wraps, knee braces, etc., mentioned in a very small percentage of the questionnaires.

Only twelve per cent of the coaches in the "no problem" group reported that there were not sufficient funds available for needed repairs and replacements as compared to twenty-five per cent in the "problem" group (Table I, page 41). In the area of adequacy of the practice and playing fields, both as to size and suitability of surface (Table I, page 41), the problem group had a slightly higher percentage of coaches who considered their fields adequate.

For transportation to games away from home (Table I, page 41), fifty-eight per cent of the "no problem" group utilized a school-owned bus and forty-two per cent chartered a bus from a public transportation company. In the "problem" group sixty-nine per cent used a school-owned bus, twenty-five per cent chartered a bus, and six per cent used private automobiles.

Table II, page 51, shows a comparison of the number of years the coaches in the surveyed schools had been in their current positions. A significant difference is noted in the

TABLE II
 NUMBER OF YEARS COACHES HAVE BEEN IN
 THEIR PRESENT POSITIONS

43 Schools with NO problem of decreasing interest

Position	Years in position						Total	
	1-2 No. %	3-4 No. %	5-6 No. %	7-8 No. %	9-10 No. %	11&up No. %	No. %	
Head Coach	15 35	11 26	9 21	4 9	2 5	2 5	43 100	
No.1 Asst.	19 44	7 16	6 14	2 5		1 2	35 81	
No.2 Asst.	10 23	5 12	3 7			1 2	19 44	
No.3 Asst.	5 12		1 2				6 14	
No.4 Asst.	1 2						1 2	

16 Schools with A problem of decreasing interest

Position	Years in position						Total	
	1-2 No. %	3-4 No. %	5-6 No. %	7-8 No. %	9-10 No. %	11&up No. %	No. %	
Head Coach	8 50	3 19	2 13	1 6		2 13	16 100	
No.1 Asst.	11 69	2 13	1 6	1 6		1 6	16 100	
No.2 Asst.	4 25	1 6	1 6		1 6	1 6	8 50	
No.3 Asst.	4 25						4 25	
No.4 Asst.	2 13						2 13	

NOTE: Percentages given are to the nearest whole number and are of the total schools in each of the two classifications.

two groups as to the number of coaches in their first and second year on the job. Thirty-five per cent of the head coaches in the "no problem" group were in their first or second year on that job as compared to fifty per cent in the "problem" group. The number one assistant in forty-four per cent of the "no problem" schools was in his first two years on the job compared to sixty-nine per cent in the "problem" group. Twenty-three, twelve, and two per cent respectively of the number two, three, and four assistants in the "no problem" group were in their first or second year on the job in comparison to twenty-five, twenty-five, and thirteen per cent respectively for the "problem" group. The average job tenure of the head coaches in the two groups was practically the same, the "no problem" group having an average of four and three tenths years and the "problem" group averaging four and eight tenths years.

The conference affiliations of the schools surveyed are listed in Table III, page 53. Seventeen conferences are represented in the group and it is especially notable that all schools in the "no problem" group are affiliated with some conference. In the "problem" group, four schools or twenty-five per cent are not affiliated with a conference.

Under question twenty-seven of the questionnaire, coaches were asked to state the reasons given to them by boys, who were considered good prospective football material, as justification for not being out for football (Table IV,

TABLE III
 CONFERENCE AFFILIATIONS OF
 SURVEYED SCHOOLS

Conference	Schools with no problem	Schools with a problem
1. Eastern AAA	2	
2. Western AAA	1	1
3. Southeastern AA	1	
4. Southwestern Conf., W.N.C.A.A.	5	3
5. Northwestern Conf., W.N.C.A.A.	5	4
6. Greater Charlotte AA	3	1
7. Bladen-Columbus County	1	
8. Catawba Valley (6 man football)	6	
9. Greater Charlotte Jr. HI	4	
10. North Piedmont	1	
11. South Piedmont	2	1
12. Little Seven	1	
13. Skyline	2	
14. Blue Ridge	1	
15. Granite Belt	2	
16. Yadkin Valley	4	2
17. Mid State	1	
18. No conference affiliation		4
Total	43	16

TABLE IV

REASONS GIVEN BY PROSPECTIVE FOOTBALL PLAYERS TO THEIR
COACHES AS JUSTIFICATION FOR NOT BEING
OUT FOR FOOTBALL

Reason	Schools with no problem	Schools with a problem
1. Have a job after school	14	-
2. Parents object	12	5
3. Have to work at home	7	-
4. No transportation home	5	6
5. Not interested in football	3	5
6. Ineligible because of grades	3	-
7. Too lazy	2	1
8. Fear of injuries	2	1
9. Do not like football	2	1
10. Cost of equipment	2	1
11. Takes too much time	2	-
12. Behind in studies	1	-
13. Other activities more interesting.	1	2
14. Too few games for junior varsity .	-	4
15. No coach to work with reserves . .	-	2
16. Marriage	-	1
17. Training rules too strict	-	2
18. Not given fair chance to prove himself	-	1
19. Too hard work	-	1
20. Rather ride around in my car	-	1
21. In the band	-	3
22. Work to keep up my car	-	1
23. Have to work	-	5
24. Differences with the coaches	-	1
25. Don't want to sit on the bench . . .	-	1
26. Quit because of an injury	-	1

page 54). The most popular reason given was parental objections. This was listed by seventeen schools, twelve in the "no problem" group and five in the "problem" group. Fourteen schools, all in the "no problem" group, listed having a job after school as a reason and seven coaches listed work at home. In the "problem" schools five coaches stated that boys merely said they had to work and one coach listed work to keep up a car as a reason given to him. In eleven schools transportation home was listed. Also in eleven schools boys had stated that they either were not interested in football or they did not like football. In all, twenty-six separate reasons were listed by the forty-nine coaches who said they had boys whom they considered good prospective football material but who were not out for football.

Coaches were also asked to give their own reasons which they felt contributed to boys not participating in football (Table V, page 56). The most frequently listed reason was other interests. Seven coaches felt that this contributed to lack of interest in football and two coaches stated that boys like other things better than football. Two coaches listed laziness and six stated that softness was a contributing factor. Another six coaches stated that boys were afraid of contact or lacked intestinal fortitude. Automobiles and money was offered by five coaches as a significant cause with another two coaches adding that boys work to

TABLE V

REASONS WHICH COACHES FEEL CONTRIBUTE TO BOYS NOT
PARTICIPATING IN INTERSCHOLASTIC FOOTBALL

Reason	Schools with no problem	Schools with a problem
1. Other interests	6	1
2. Softness	5	1
3. Automobiles and money	3	2
4. Afraid of contact	3	-
5. Not previously exposed to football	2	-
6. Transportation	2	-
7. Work at home	2	-
8. No desire to obtain goals football has to offer	2	-
9. Laziness	2	-
10. Other sports at the same time	1	-
11. Boys neglected because of inadequate coaching staff	1	1
12. Unwilling to sacrifice	1	-
13. Romance	1	1
14. Parents object	1	-
15. Insufficient physical education program and stimulation	-	4
16. Lack of intestinal fortitude	-	3
17. Work to support a car	-	2
18. Like other things better than football	-	2
19. No junior varsity schedule	-	2
20. Differences with coach	-	1
21. Dissention among coaches	-	1
22. Constant changes in coaching staff	-	1
23. Afraid can not make the team	-	1

support their cars. Insufficient physical education program and stimulation was listed by four coaches. It was also significant that two coaches listed insufficient junior varsity schedule as a cause and one coach listed dissention among the coaching staff.

Under most of the questions of the questionnaire a space was allowed and comments were asked for. Under question six pertaining to the number and adequacy of the coaching staff the following comments were made:

"No problem" schools:

1. Head coach is head coach for three major sports, assists with other sports.
2. Assistant coach is a practice teacher.
3. I would like to have one junior varsity coach in addition to three varsity coaches.
4. Too few coaches for football.
5. Assistant coach does some work with ninth graders.
6. Our freshmen and sophomores who do not play first string play a junior varsity schedule.
7. With facilities available I consider it to be adequate.

"Problem" schools:

1. We could use two more coaches.
2. Have had only two coaches for two years out of eight.
3. We do not have a junior varsity in football or baseball, only in basketball.

The following comments were made under question eight which pertains to the number of boys out for football at the beginning and end of the 1956 season and the number of boys out from the squad:

"No problem" schools:

1. No cuts ever made. (5)*

*Numbers in parentheses refer to the number of schools making that comment.

2. We do not cut boys; they quit of their own accord. (3)
3. We work varsity and junior varsity together; approximately thirty five boys dress for varsity contests.
4. Not enough individual attention.
5. We do not cut boys for lack of ability.
6. One dropped because of illness.
7. Added during the season.
8. Varsity and junior varsity are combined.
9. Can keep only thirty because of equipment limitations and cost to operate.
10. Only enough equipment to dress thirty-three; increased by ten for next year.
11. Most of our young boys practice with varsity but play junior varsity.

"Problem" schools:

1. No junior varsity schedule--no interest as a result.
2. Decrease of about twenty over previous year.
3. Our ninth grade boys play on the junior high team.
4. We had approximately ten for first two weeks; when school started we had about twenty five.
5. Boys who can't make varsity are formed into junior varsity squad.

Question nine asks for information as to how the number of boys out for football compares with the last two years and how the number related to the enrollment change. The following comments were contributed under this question:

"No problem" schools:

1. Note no change; relationship normal.
2. First year in football.
3. Our squad will decrease in 1957 due to nine boys graduating.
4. Our program seems to be on the increase.
5. Enrollment of boys increases every year, size of squad is constant.
6. We had nineteen boys in 1948, our first year, and the size of the squad has increased each year.

"Problem" schools:

1. We have increased in school enrollment but decreased in number of players.
2. Get less boys out each year.
3. Our enrollment has increased slightly but hasn't brought any more boys out.
4. Interest is at a low ebb here.

Question twelve pertains to the cooperation of the local communications facilities. The following comments were made to this questions:

"No problem" schools:

1. Little local television coverage.
2. We are not fully covered by the newspaper.
3. All our games, home and away, are broadcast.
4. We have discouraged publicity.
5. Newspaper does fair job.
6. We get good coverage from all facilities.
7. Community gives very little support for publicity.
8. Radio and television part of the time.
9. Some but not enough.
10. Good cooperation.

"Problem" schools:

1. We have no radio or television facilities here or nearby through which we could benefit.

Question fourteen, which asks if football fundamentals are taught in physical education classes brought the following comments:

"No problem" schools:

1. Football is too expensive and insurance too high to teach fundamentals to 250 boys.
2. Physical education teacher is basketball and baseball coach.
3. Only skills which do not require contact.
4. Physical education teachers attempt to cover basic fundamentals in many skills. We play touch football in the fall along with other outdoor games and skills.
5. YMCA has a midget program.
6. Basic positions, no contact.
7. Pop Warner team.

"Problem" schools:

1. A summer program is being started this summer to teach fundamentals to children ages 10-14
2. We do this in physical education only to the extent that we want every boy to know and understand football, and not use our classes as a feeder system.

Question fifteen asked if any arrangements were made for transportation for bus students and the following comments were made to this question:

"No problem" schools:

1. No bus players. (4) or own. (2)
2. Players arrange their own. (2)
3. We feel that boys who really want to play will arrange their own.
4. They live too far apart.
5. Ride with coach or bring own car.
6. Coach or individual players.
7. We see that they get home if they have no ride.
8. Players have car pools.
9. Enough of the boys have cars so that no one has to walk.
10. We never have any trouble here.
11. Some car pools.
12. We have a large school district. All the boys could not ride in our bus.
13. Local citizen carries rural students home in his car.
14. Only when weather is bad.
15. Only one or two players per year ride the bus.
16. Most of boys double up with family car.

"Problem" schools:

1. Plan to next fall.
2. Must have cars or ride with teammate who has.
3. Must catch a ride.
4. We always transport players home after games.
5. This is one of our problems.

Question twenty, which asked about the scholastic credit given for football, drew the following comments:

"No problem" schools:

1. Football players are not excused from physical education classes.
2. All varsity sports are strictly extra-curricular.
3. Necessary to participate in sports or one school activity to be eligible for president of the student body.
4. We do not give credit for any extra-curricular activity and it does not sub for physical education.
5. Do not think it ought to be.
6. No credit at all; the boys sure put in a lot of time. Other students get credit for band.

To question twenty-two, which asked if the school had a football banquet and who paid for it, the following comments were added:

"No problem" schools:

1. All-sports banquet. (6)
2. We have one athletic banquet for all athletics.
3. This year was our first for banquet.

"Problem" schools:

1. Outstanding feature.
2. We have an athletic banquet for all sports.

Question twenty-four asked if any pre-season clinics or demonstrations were arranged for the benefit of the general public and the non-participating students. No comments were made by the "problem" schools but the following comments were made by the "No problem" schools:

"No problem" schools:

1. We do not have the staff nor the time for this.
2. Rules, movies, doctors.
3. We put on clinic to acquaint public with new members.
4. We urge parents to come to practice.
5. We have one or two night practices and encourage parents to attend.
6. Every other year.
7. I've had a hard time but am not free to say what I think! The boys are interested.

Question twenty-five, which inquired of the attitude of the administration toward the football program, drew the following comments:

"No problem" schools:

1. Normal place as part of school activities.
2. All sports are supported the same.
3. Some support along with antagonism.
4. We have the best support possible.
5. Very helpful in any way.
6. One of the main gripes of coaches in my area. I guess we are afraid to express our feelings or we are afraid of our jobs.

"Problem" schools:

1. Very favorable.
2. Very difficult to answer.

Question thirty-three asked about the adequacy of the practice field as to size and surface and it drew the following comments:

"No problem" schools:

1. Practice areas used as playground for elementary grades. (2)
2. Little grass, hard clay, rocks.
3. Too little and no grass.
4. Suitable--not desirable.
5. Being regrassed now.
6. Does not drain properly.
7. Area very small.
8. Accomodations being enlarged.
9. We are improving this.
10. Just built new field.
11. We use our regular playing field.

"Problem" schools:

1. Too rocky, poor drainage.
2. Have field large enough for two teams to practice, varsity and junior varsity.
3. It is now but has not been for five years.
4. We are forced to use the playing field for practice too much.
5. The surface is adequate but not suitable.

Question thirty-four asked about the adequacy of the playing field and the following comments were added:

"No problem" schools:

1. We have to use the same field for practice and games. (3)
2. No grass and too little.

"Problem" schools:

1. Has good turf and not too hard.
2. We plan to redo our field next year to give even better playing surface.
3. Play on baseball field and the infield is skin.

To question thirty-six, which asked if the decreasing interest in football was considered a problem in that school, drew the following comments:

"No problem" schools:

1. It is on the increase, thank goodness.
2. We do not have as many boys out for football as we would like.
3. Not as yet.
4. Grows each year in our school.
5. Can't really answer until fall.
6. Our school is only two years old, therefore, many of the answers may be not too representative.
7. Interest is increasing.
8. I think it is growing.
9. Interest greater than has ever been.
10. It is improving with a losing season here for past five to ten years.
11. Interest has not decreased--there never was any.
12. Winning always increases interest.
13. We have very much interest in football.
14. Interest as good during last year as two previous years.
15. I have seen no decrease here in our conference.
16. Interest still fairly good. It seems though that we are closing our eyes to too many things.
17. Our first year but interest was good.

"Problem" schools:

1. Lack of adequate equipment and lack of school spirit.
2. If we have any less than last year we won't be able to scrimmage. We used a half-line scrimmage last season.
3. According to the number of boys in school I think we have a fair percentage out. We just don't have enough boys for football.
4. In a couple of years, I believe football at our school will be on the increase.

Question thirty-seven asked the coaches to add any additional comment which they felt would be pertinent to this study. The following comments were made:

"No problem" schools:

1. Inadequate coaching staff. (2)
2. Interest in section increasing; reports of decreasing interest strictly local. (2)
3. Football being ruled to death by the state. (2)
4. Interest will stay up if team plays good ball and is a contender. (2)
5. Coaches have taken the fun out of the game by excessive emphasis on winning.
6. If the atmosphere can be created where boys are just expected to participate in football, there is no problem.
7. Salaries of assistant coaches should be increased in order to attract better qualified individuals.
8. School in a conference which is just too strong for them--lose constantly.
9. Coaches determine the attitude toward football. (2)
10. No decrease in football over the state that I can see--increasing in this area. Only limitations I can see are finances.
11. Any decrease would be due to an inadequate coaching staff.

"Problem" schools:

1. Lack of adequate equipment.
2. Lack of school spirit.
3. Parents lack of interest in children's welfare.
4. Parents do not realize the value of football to a boy.
5. Boys not willing to work hard, discipline themselves.
6. In a couple of years I believe the football in this school will be on the increase.
7. In a small school there is just not enough competition.
8. School too small to support a football team.
9. Inadequate staff is big factor hurting the program.
10. Sports program is not geared to proportions it should be.

Analysis of visits and discussions. The eight schools selected for intensive study shall here be referred to as schools A-H. Schools A-D are "problem" schools; schools

schools H-H are "no problem" schools.

School A, a AAA school with eight hundred boys enrolled, wound up with a total of thirty-five boys out for football at the end of the 1956 season. Five coaches were employed so there was no shortage on the staff and the facilities were well above average. According to the coach the administration strongly supported the program. The budget seemed to be adequate as the coach stated that there were no items which he needed and for which funds were not available. Complete blanket insurance coverage was paid for by the school for each boy participating in football and all equipment was furnished. The equipment seen by this writer was of good quality and in good repair.

The head coach of school A, who had accepted another position for next year, stated that interest in football had been on the decline for the past several years and he attributed this decline to the soft life led by the average boy today. According to him there were few boys any more who had the rugged characteristics which are necessary for football.

Two boys in school A, who were not out for football during the 1956 season but who were considered good material, were asked why they had not been attracted to football. One boy, a senior who had lettered as a junior,

had married during the previous season and felt it necessary to hold a part-time job though his family was helping him financially. The other boy, a junior, stated that he worked after school every day and on weekends and that he needed the money to buy clothes and other necessities.

Five boys who were regulars last year were asked why they were first attracted to football. Two of them stated that they loved the game. One boy said it was a good activity to keep him out of mischief and another said he felt he was helping out the school by representing it in this manner. The fifth boy stated that he had continually been working toward an athletic scholarship. All boys were asked if they had any gripes about the football program and only one had any to make - that sometimes the practice sessions are pretty long. Three of them did state they hoped they could win more games next year. One boy attributed the small size of the squad to the fact that the other students were just not interested. He admitted that the losing seasons the past two years (won 2 - lost 18) probably had some effect on the level of interest. Attendance figures were indicative of a lower level of interest in the community. The junior high school squad had reportedly dwindled also.

In school B, a large AA rural school with approximately 525 boys enrolled, sixty boys came out for football at the opening of the season and twenty-two of them dropped before the season closed.

Five coaches composed the staff and this seemed quite adequate. The facilities were also more than adequate. The equipment situation was quite different, however. Much of the equipment in use was admittedly in bad need of repair or replacement and the head coach stated that funds were just not available. He felt that low morale in the school and transportation were the big reasons for lack of interest in the football program. The coach was not pleased with the support of the principal and felt that the sports program was not geared to the proportions that it should be for the number of students in the school.

Two non-participating students with whom this writer talked both indicated that the chief reason they did not go out for football was because they had no way home after practice. One added that he had to work at home.

The football program was discussed with the principal of school B and he indicated that he was pleased with the program and with the coaching staff. He stated that funds from gate receipts of football games went into a general fund and were used for whatever portion of the school program they were needed. He felt that the main reason why more students did not participate in football was because of the transportation problem and possible a few because of the cost of insurance and shoes. Practically 100 per cent of the students were bus students and many lived quite a distance from the school.

The one junior high school feeding school B had an interscholastic football program but, according to the coach at school B, could not accomodate a large squad. He stated that most of the boys who played there, also played in the senior high but the numbers were too few. The head coach at school B will also be moving to another school the coming school year.

School C is a AA city school with approximately 300 boys enrolled. They have a staff of three coaches and a budget which the staff believed to be adequate. Facilities were quite adequate in all respects and all equipment and insurance was furnished.

The head coach was in his first year on the job and was the third head coach in a period of six years. He was not pleased with the past season in which his team won three, lost six, and tied one, but this was about average for this school over the past five years.

The feeding junior high school had a football team coached by a member of the varsity staff. This coach felt that he should have been given the head coaching position when it was vacant and was rather critical of the head coach. He stated that he was unsatisfied and that he was looking for another position.

The head coach stated that boys just didn't seem to care for football any more. He pointed out, too, that several boys who had been considered good prospects had been

sent to prep schools by their parents. One of these fathers was contacted and he said he sent his son away to school because they had both been displeased with the athletic program in school C and he thought the boy would benefit more by going somewhere else. The mother of a junior who had quit football volunteered the information that she had asked her son to quit because she felt that one of the assistant coaches was not a suitable example and some of his methods were not approved. This writer talked with the assistant coach in question and found him to be also very critical and envious of the head coach. He was also very critical of the boys and their attitude toward sports and when he was observed while coaching basketball it was evident that his relationship with the boys left much to be desired. It was learned that he had been in three different schools in a period of four years.

School C had a separate junior varsity only until the varsity squad dwindled to the extent that the two squads were combined. The two squads together dropped a total of twenty-two boys during the season.

School D, the smallest of the four schools wherein the interest in football was considered a problem, has approximately 200 boys enrolled. It is located in a small town and draws approximately sixty per cent of its students from the surrounding rural community. Transportation is thus

considered a problem by the head coach. He considered his staff adequate for the number of boys he had out for football, though one of the coaches only worked part time.

Participating students were required to purchase their own shoes, T shirts, athletic supporter, and socks and were required to pay \$8.00 on their insurance. The practice field was very small and drained very poorly. Dressing room and storage space were totally inadequate and much of the equipment in use was in need of replacement or repair. The head coach estimated that his budget was \$1,000 deficient each year.

One of the reasons given for lack of interest in football was that many of the students are not exposed to football until they are in high school and then they have little incentive to go out because they cannot expect to get to play the first year since there is no junior varsity team. The head coach felt that if for one year he were allowed to utilize eighth grade boys to boost the size of a junior varsity squad that after one year such a squad, with an adequate schedule of its own, would perpetuate itself and strengthen the varsity squad in succeeding years. Fifteen boys dropped from the squad in the 1956 season.

Three non-participating students in school D were asked why they did not participate. One, a senior, had quite when disciplined by the coach, complaining that the discipline was too severe. The two others both said they had a

transportation problem but were going out next year.

The principal in school D displayed a great amount of interest in the football program but had no source of additional funds which were so needed. He also stated that so many of the parents of his students had never been exposed to football and were thus not interested nor sympathetic.

School E is one of three high schools located in one of the larger cities in the state. With the junior high school located in the same building the head coach also has control of this program. Ninety of the 450 boys enrolled came out for football in 1956 and only two dropped.

The school was short on storage and dressing room space but good organization was making maximum use of what was available. Practice space was quite adequate and it had a good cover of grass.

The football program in school E has an adequate budget, according to the athletic director and the head coach, and due to very successful seasons over the past few years, the program has been able to accumulate a rather large surplus of money. They later hope to use this surplus in a new stadium of their own.

The head coach attributed much of the popularity of his football program to the fact that most of the students in his school come from average or below average income families and they need football as an outlet. He felt that boys of the higher economic level had what they wanted as a

rule, in addition to being "softer". He added, however, that some boys whom he would like to have out for football, work after school because they are of the lower economic level. One boy whom this writer talked with said that he had to work to help out at home. The mother of a boy who had said that his parents objected to his playing was contacted and she said she was afraid he would get hurt seriously. She had never seen the protective equipment used in football.

The head coach did not consider his staff adequate in quantity but felt that they were the finest available. They had all been on the job an average of six years.

School F, which plays six-man football, is a small rural school with approximately eighty-five boys enrolled in grades nine through twelve. Practically all students are bus students. The staff consisted of two coaches and was considered adequate for the twenty-six boys who were candidates for the team. The head coach was in his first year on the job and was fresh out of school. He was enthusiastic and concerned with improvement of his program though he had just completed a very successful season of nine wins and one loss.

Much of the equipment in use was in need of replacement and the coach admitted that his budget was somewhat inadequate. The practice field, which also served as the playing field was inadequate in size and the surface was had clay over most of it. A new gymnasium provided adequate

storage and dressing space.

Only protective equipment and the outer uniform were furnished by the school and they shared in the cost of insurance. The coach felt that the cost of equipment which each boy had to buy plus the transportation problem kept a few boys from participating but he attributed the popularity of his program to a winning season and the fact that the rural boys were more interested in playing football than city boys. One player, when asked why he played football, said that his dad expected him to play and that he enjoyed it. His father, when contacted, said that he thought his boy could benefit a great deal from participation and that it kept him busy since he had nothing in particular to do otherwise.

School G, a junior high school in a rural community, has practically all of its students transported to school by bus. The head coach was in his second year on the job and his assistant was in his first year.

Interest was certainly of no problem to them as 110 of the 340 boys enrolled come out for football. The head coach felt that the sixth who dropped off did so because it was impossible for the two coaches to work with all of them properly. There was also no equipment for all of them. The school did not furnish shoes, socks, athletic supporter or T shirts and much of the protective equipment was in poor shape. The head coach said that he had purchased

cheap equipment in trying to make his money go further and now it needed to be replaced and adequate money was not available. He felt that his budget was \$500 a year deficient. The storage and dressing space were quite inadequate but the space for practice was ideal.

The head coach felt that junior high boys have less conflicting interests than senior high boys and few of them work. He stated that transportation was a big problem for his boys.

The principal of school G was an enthusiastic supporter of the football program and he felt that it added a great deal to school morale. He felt that students needed such an activity of mutual interest to draw them together.

School H, located in a rural agricultural community, has a small enrollment of only 125 boys. Almost half of these were out for football during the 1956 season. According to the head coach the interest has increased every year in his eight years in that school. Spectator interest has also constantly increased, irregardless of the won-lost record.

The head coach has one teacher who helps with the team but who has never played football and whom the head coach considers quite inadequate. He considers his budget adequate and his equipment appeared to be in good shape. Boys are required to buy only their T shirt and athletic supporter and \$5.00 on their insurance. Storage and

dressing space were adequate but the practice-playing field was small with no grass.

The junior high school, which is in an adjoining building, does not have a football program and due to staff limitations there is no separate junior varsity squad. The coach felt that this accounted for most of the twelve drop-outs during the season. He stated that most of the boys who live quite a distance away either use the family car or have a regular ride home with someone returning from work. The few whom he considered good material but who were not out for football he felt were not out because they had to work at home.

In addition to discussion with the above mentioned individuals this writer discussed this problem with three other persons who were either coaching or had coached in the past. One of them felt that the key to interest lay in the coaching staff--that if they really had what it takes, the program would show it and the interest would be there. Another stated that the key to success lay in a good continuous building program, starting in junior high school. With such a program he felt that a coach would never be embarrassed by a poor team and the interest would not be lacking. The third individual felt that the junior varsity was the key to stimulating interest in the youngsters and that after a year or two on the junior varsity squad they were usually sold on the game, provided the schedule was

adequate and they were provided with proper supervision and a little recognition.

Analysis of graduate class discussion. The following conclusions were reached by a graduate class in administration of athletics after a discussion for three class periods;

1. Urbanization has had the effect of decreasing the amount of physical activity of youngsters and there are fewer of the rugged characteristics evident in teen-agers.
2. Too many parents find it easier to do something for kids than to help him to do it for himself, contributing to a lack of self-confidence necessary for football.
3. If a school is not large enough to support an eleven man team, they should substitute six man football.
4. Some means of enabling elementary students to see one or more games will stimulate interest. Admitting them free to at least one night game will probably bring many of them out, along with paying parents. An afternoon game during school hours will enable all of them to see a game. An assembly in the elementary school could also stimulate interest.
5. Pre-season clinics or demonstrations for the public and non-participating students are valuable for stimulating interest in the program.
6. Many of the reasons given by boys as justification for not playing football only reflect the fact that they lack the qualities which make a good football player.
7. Exceptionally long practice sessions can chase boys off in a hurry. It leaves them physically and mentally exhausted and is bad for relation at home.
8. Letting parents see what a football player wears as protective equipment usually will squelch any fear of injuries. This can be done at the pre-season clinic, Parent-Teacher meetings, or can be shown to

civic organization.

9. The faculty, if properly sold themselves, can do a lot to improve the level of interest in football.
10. Too many coaches take the interest of the students for granted. They expect to have fifty boys out without effort.
11. Boys, if started in football too early and pushed too fast, may get tired of the game by the time he reaches high school.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. This study of the problems related to attracting high school boys to the game of football was initiated during the 1956 season to determine whether or not there was a state-wide problem of decreasing interest; to investigate the causes of any decrease in interest; and to make recommendations for improvements in football programs to enable them to attract more boys.

To accomplish these tasks a representative number of secondary schools in North Carolina were surveyed by means of a questionnaire; visits to several schools where the issue of interest and participation were discussed with coaches, students administrators, and parents; and presenting the problem to a graduate class of coaches, teachers, and principals for their discussion and conclusions.

By classifying the surveyed schools into a group with a problem of decreasing interest and another group without a problem it was possible to compare them collectively and determine some of the most striking differentiations between the two groups. These comparisons and suggestions by persons experienced in the field of athletics have made possible the reaching of a number of conclusions.

Conclusions. As a result of this study the following conclusions have been reached by the writer:

1. There is no state-wide problem of decreasing interest in interscholastic football. The problems are local ones and are results of local situations.
2. Ideal programs attracting a large percentage of the student body may deteriorate in a short time when inferior supervision is employed.
3. The football program should be based on the size of the school and the financial ability of the community to support a team properly.
4. AAA schools have less trouble with decreasing interest probably because they are larger and on a more sound financial basis. They are able to hire better coaches and to have finer equipment and facilities for their boys.
5. Interest on the junior high level is high.
6. The big problem is many schools seems to be not so much getting boys interested but keeping them interested.
7. Publicity has little effect on interest unless there is a good program.
8. Winning more games normally increases attendance and general interest in the game abruptly, while losing more games has a slower effect of decreasing interest.
9. Adequacy of the budget is a big factor in interest as it enables a team to have the necessities.
10. Conference affiliations are desirable.
11. Frequent changes in the coaching staff tend to decrease interest.
12. The rise in the standard of living and the decrease of the price of used cars has put vehicles in the hands of many high school boys. For some it has become something to take the place of athletics; for others it has provided a means of getting back and forth to practice.
13. Clinics and demonstrations are important to improving interest in football.

14. Dissention in the coaching staff can only produce frustration and lack of interest in the boys.
15. Urbanization and improved economic status have had the effect of softening our young people.
16. When parents are familiar with the game and the precautions taken to protect the participants, they have few objections.
17. A good coach, with a little ingenuity and persistence, can overcome most obstacles and come up with a good program that will attract a large percentage of boys.
18. A junior varsity is a very important unit in the football program. When organized as a separate unit with a suitable schedule and proper supervision, young boys are attracted to it and will be kept interested.
19. An adequate staff is a necessity for keeping boys interested.
20. A good physical education program throughout the school years will have a tendency to stimulate interest in sports.
21. Transportation is a big problem for many schools. The suggestion of one coach that workers returning home from work may be willing to drop by the school and take boys home who live on their route if the need is made known, may be of value.
22. Outstanding programs are growing, not declining.
23. The school should take the initiative in providing an adequate insurance program.
24. A team booster club can provide a great deal of support.
25. Some scholastic credit is desirable for participation in interscholastic football.
26. A football banquet is a highly desirable activity.

27. The attitude of the administration toward the football program has an effect on the interest in the program.
28. An athletic council is highly desirable in an athletic program.
29. Practice sessions which are too long tend to drive boys away.
30. A practice area of adequate size and with suitable surface is highly desirable.

Recommendations. With the preceding investigations and conclusions in mind, the following recommendations are made to strengthen football programs and attract more boys to our great American sport:

1. The junior varsity team should be a separate unit, with at least one coach assigned to work with it.
2. Each school should affiliate with a conference composed of schools of comparable size.
3. The highest type of well trained individuals should be employed as coaches.
4. Careful planning and attention should be given to public relations. A school should strive for an outstanding program and then publicize it in every way possible.
5. A good physical education program should follow a child throughout his school years.
6. Some assistance should be given in planning and acquiring transportation for boys who live several miles from school.
7. Practice sessions should be kept short and should be well organized to keep everyone busy all the time.
8. A special effort should be made to acquaint parents with the football program and its value for boys.

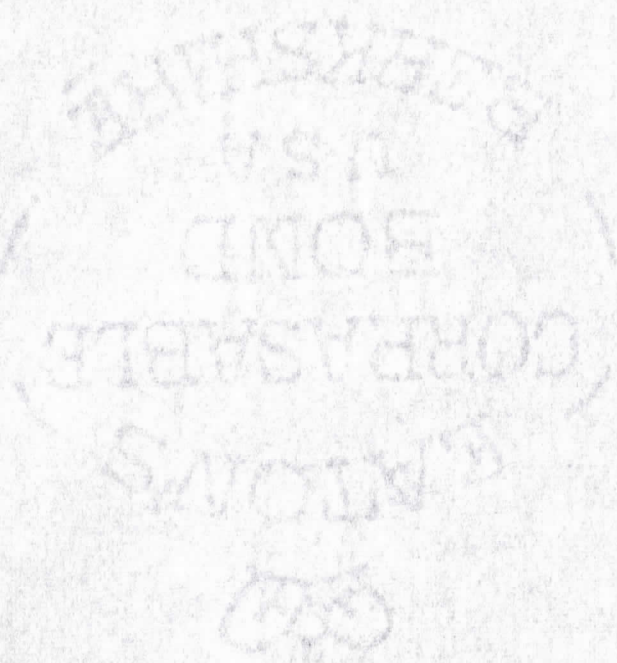
9. An effort should be made to allow boys who cannot afford the necessary insurance and equipment to earn it in some way.
10. At least one pre-season clinic each year should be arranged to introduce the team to the public, to explain new rules, and pass on general knowledge of the game.
11. A school should not attempt a program of athletics beyond its financial means.
12. A booster club should be organized in communities where the budget is not adequate in order that the community may assist through them.
13. Every football team should have a banquet even though the boys themselves must pay for it.
14. A special effort should be made to win over the administration when their support is not enthusiastic.
15. Where there is none, an athletic council should be organized to give all people associated with the football program a voice in its administration.
16. A desirable practice and playing area should be provided by some means. — A booster club may be of help here.

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APPENDIX

LETTER ACCOMPANYING QUESTIONNAIRE

205 Moretz Street
Boone, N. C.
April 30, 1957

Dear Coach:

A number of junior and senior high schools over the state have reported that their boys have shown a marked decrease of interest in interscholastic football. Several schools which had had large squads for a number of years now report that they have trouble keeping enough boys out to sermags.

Under the sponsorship of Appalachian State Teachers College I am conducting a study of this situation to determine (1) is there a state-wide problem or are the problems local ones, (2) the contributing factors to the problem, and (3) how the situation may be improved.

Under the guidance of Dr. P. W. Everett of the Appalachian State Teachers College physical education department I have devised the enclosed questionnaire which I am sending to one hundred selected coaches over the state. We solicit your cooperation in completing the questionnaire and returning it in the self-addressed, stamped envelope enclosed. We hope that when returned it will give us an insight into the problem by giving us a greater sampling of individual local situations and viewpoints about the problem. These, in addition to the interviews I am having with coaches, administrators, students, and parents should help to clarify the situation. The final report will be available to you at Appalachian.

Thank you for your time and cooperation without which this study would be incomplete.

Sincerely yours,

Kenneth F. England

QUESTIONNAIRE ON THE INTERSCHOLASTIC
FOOTBALL PROGRAM

Note--Most questions can be answered by simply checking one of the answers given.

1. Name of school _____ School system _____
2. Athletic Classification ___ AAA, ___ AA, ___ A.
3. Grades in your school ___ 6, ___ 7, ___ 8, ___ 9, ___ 10, ___ 11, ___ 12.
4. Number of students coming to school by bus in 1956-57 school year _____.
5. Number of boys enrolled in 1956-57 _____.
6. Number of coaches--Varsity____, J.V.____, total____. (If a coach works with both teams count him for each but count him only once in the total)
Comments _____
Do you consider your staff adequate in quantity? ___ yes, ___ no.
Quality? ___ yes, ___ no.
7. No. of years present head coach in present position _____
Previous position _____
No. of years no. 1 assistant in present position _____
Previous position _____
No. of years no. 2 assistant in present position _____
Previous position _____
No. of years no. 3 assistant in present position _____
Previous position _____
No. of years no. 4 assistant in present position _____
Previous position _____
8. Number of boys out for football at beginning of 1956 season--Varsity____, J.V.____, End of season--Varsity____, J.V.____. Number cut? Varsity____, J.V.____.
9. How do these numbers compare with the last two years?
More____, same____, less____.
In relation to the increase or decrease in enrollment has the number increased____, decreased____, changed in relation to the enrollment.
10. With what conference are you affiliated? _____

CONFIDENTIAL

BOARD

QUESTIONNAIRE ON THE INTERSCHOLASTIC
FOOTBALL PROGRAM (continued)

11. Record Won-lost Approximate average attendance at home
- | | | |
|------|-------|-------|
| 1952 | _____ | _____ |
| 1953 | _____ | _____ |
| 1954 | _____ | _____ |
| 1955 | _____ | _____ |
| 1956 | _____ | _____ |
12. Do local communications facilities cooperate fully by giving adequate publicity to your program? Newspapers? yes___, no___. Radio? yes___, no___. TV? yes___, no___.
Comments _____
13. Do you have an intramural football program? yes___, no___.
Touch___, tackle___.
14. Is an effort made to teach football fundamentals to all students in physical education classes? yes___, no___. If no, to whom are fundamentals taught other than the football team? _____
15. Are any arrangements made for transportation home for players who are bus students? yes___, no___.
Comments _____
16. Is insurance carried on each player? yes___, no___. Only those paying for it? yes___, no___. Cost to player_____, to school_____, to other supporting agency_____.
17. Is there a team booster club in your community? yes___, no___. What is the extent of its support? financial_____, attendance at games_____, other_____.
18. Do you have a regular team physician? yes___, no___. Does he attend all games with only rare exceptions? yes___, no___. Ambulance available___yes, ___no.
19. If a senior high school, do your feeder junior high schools have a football program? yes___, no___. Intramural_____, interscholastic 9th gr. only_____, interscholastic gr. 8 & 9_____, interscholastic gr. 7, 8, & 9_____, other_____.
20. What scholastic credit is given in your school for football participation? None___, extra-curricular points_____, Units toward graduation_____, phy. ed. credits_____.
Comments _____

QUESTIONNAIRE ON THE INTERSCHOLASTIC
FOOTBALL PROGRAM (continued)

29. Is laundry service offered for T shirt, athletic supporter, and socks? yes , no .
30. Do you consider your football budget adequate? yes , no . If no, how much deficient? _____.
31. What pieces of equipment are your players required to purchase for themselves? T shirt , athletic supporter , practice jersey , game jersey , helmet , practice pants , game pants , hip pads , shoulder pads , shoes , socks , special equipment such as ankle wraps, knee braces, etc. , other _____.
32. If major equipment is furnished by the school, are sufficient funds available for needed repairs and replacements? yes , no .
33. Is your practice area adequate in size? yes , no . Is the surface suitable? yes , no . Comment _____.
34. Do you consider the surface of your playing field suitable? yes , no . Comment _____.
35. How is your team transported to games away from home? School owned bus , chartered bus , private auto , other _____.
36. Do you consider the decreasing interest in football a problem in your school? yes , no . Comment _____.
37. Please add below any additional comment which you feel will be pertinent to this study.

LIST OF SCHOOLS SURVEYED

<u>Name of School</u>	<u>School System</u>
1. A. L. Brown High School	Kannapolis
2. Appalachian High School	Watauga County
3. Ashley High School	Gastonia
4. Belmont High School	Gaston County
5. Bladenboro High School	Bladen County
6. Celeste Henkle High School	Iredell County
7. Cherryville High School	Cherryville
8. China Grove High School	Rowan County
9. Drexel High School	Burke County
10. Durham High School	Durham
11. East Mecklenburg High School	Mecklenburg County
12. Eastway Junior High School	Charlotte
13. Elkin High School	Elkin
14. Enka High School	Buncombe County
15. Fayetteville High School	Fayetteville
16. Flat Rock High School	Surry County
17. Forest City High School	Rutherford County
18. Ganswell High School	Caldwell County
19. Glen Alpine High School	Glen Alpine
20. Glen High School	Forsyth County
21. Granite Quarry High School	Rowan County

LIST OF SCHOOLS SURVEYED (continued)

<u>Name of school</u>	<u>School system</u>
22. Harris High School	Rutherford County
23. Harry P. Harding High School	Charlotte
24. Hickory High School	Hickory
25. Hildebran High School	Burke County
26. Jonesville High School	Yadkin County
27. J. W. Hanes High School	Winston-Salem
28. Kings Mountain High School	Kings Mountain
29. Lansing High School	Avery County
30. Lee Edwards High School	Asheville
31. Lenoir High School	Lenoir
32. Lexington High School	Lexington
33. Lincolnton High School	Lincolnton
34. Marion High School	Marion
35. Mebane Public School	Alamance County
36. Morganton High School	Morganton
37. Mount Airy High School	Mount Airy
38. Mount Pleasant High School	Cabarrus County
39. Myers Park High School	Charlotte
40. Newton-Conover High School	Newton
41. Northwest High School	Forsyth County
42. Oak Hill High School	Burke County
43. Piedmont Junior High School	Charlotte
44. Reynolds High School	Buncombe County

LIST OF SCHOOLS SURVEYED (continued)

<u>Name of school</u>	<u>School System</u>
45. Rutherford-Spindale High School	Rutherford County
46. Scotts High School	Iredell County
47. Sedgefield Junior High School	Charlotte
48. Shelby High School	Cleveland County
49. Sparta High School	Alleghany County
50. Stanley High School	Gaston County
51. Taylorsville High School	Alexander County
52. Tri-High	Rutherford County
53. Wadesboro High School	Wadesboro
54. Walter Williams High School	Burlington
55. West Mecklenburg High School	Mecklenburg County
56. West Yadkin High School	Yadkin County
57. Wilson Junior High School	Mecklenburg County
58. Wineceff High School	Cabarrus County
59. Yadkinville High School	Yadkin County

