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High School, Bryan, Texas 1948-1960**

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A FOLLOW-UP STUDY OF ATHLETES GRADUATED
FROM THE E. A. KEMP HIGH SCHOOL,
BRYAN, TEXAS 1948-1960



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A FOLLOW-UP STUDY OF ATHLETES GRADUATED FROM THE
E. A. KEMP HIGH SCHOOL, BRYAN, TEXAS
1948-1960

By

Wendell Charles Davis

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Science in Physical Education

in the

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A C K N O W L E D G E M E N T S

The writer is indebted to Dr. Norman J. Johnson, without whose invaluable assistance and inspiration this thesis could not have been written.

Finally, the writer wishes to express his appreciation to his wife for her encouragement, understanding and patience.

W. C. D.

D E D I C A T I O N

This Thesis is dedicated to my wife, Ann; our children, Gwen, Gloria; my mother, Mrs. Green and my grandmother, Mrs. L. Williams.

W. C. D.

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CHAPTER I

INTRODUCTION

The follow-up study is an individual service. It is a study of the individual in a beyond the school situation, as well as interpretations of information gathered concerning the student while he is in school.

Investigation and evaluation of various methods of determining the needs of individuals are desirable. By means of follow-up procedures, the school assists former students by obtaining insights into the value of educational and guidance procedures carried on by the school. This type of study indicates the interest of the school toward it's students.

Guidance does not end with the graduation of an individual. The follow-up program is often neglected, but it is a vital part of the guidance program. Without an effective program of follow-up, the guidance program is incomplete.

The responsibility of the school to the student does not end with graduation, instead, it perpetuates the student toward further goals so that some day one might take his place along side of other leaders in the community and nation.

Education should be, among other things, a great adaptive mechanism and it's success should be measured by the assistance it renders in the process of adaptation and not merely by acquisition the person who deals directly with the student and is responsible in a

of subject matter. We should be as concerned about what the subject matter does to the student as what the student does to the subject matter.

Education is a dynamic process, going on in response to inner needs and by means of self activity. All organisms have needs and meet their needs by methods of adjustment. This biological conception of education is basic. Athletic and physical education are important avenues of need satisfaction. One's biological, social and emotional needs are met through those outlets.

In our culture, physical education and athletics provide avenues for the satisfaction of basic personality needs in manners socially desirable and psychologically wholesome.

The word follow-up as used in this study means to pursue the opinions of one's feelings of certain basic factors involving his likes and dislikes and over-all view of his position in the community so that the data may be used for future guidance and curriculum programing.

The follow-up program may serve as a yard stick to measure to some extent the effectiveness, and in like manner the weakness of a guidance program. The results of the school, guidance procedures and the curriculum are included in this program.

The value of follow-up studies points out the assets and liabilities which will effect the growth and progress of it's future citizens.

A teacher or coach is the connecting link between the administrator and the student who is participating in the contest. He is the person who deals directly with the student and is responsible in a

large measure for what happens to the student through athletics. For this reason he must know the standards set for the administrator and the student and must be able to see his own actions in relation to each. The teacher or coach is helped or handicapped in his work to the degree in which the administrator has the understanding and ability to control the conditions under which the athletic program takes place. The coach must be able to interpret the needs of the athletes. Preparation for leadership must be consciously made. The idea that leaders are born and not made is only partly true. There are certain fundamental qualifications for teaching or coaching athletics which can be analyzed and acquired by those who want to be good leaders.

There are four distinguishable aspects of follow-up:

1. The incidental follow-up of pupils which counselors and teachers carry on as a part of their normal activities in the school.
2. The connection with individual pupils who have served as bases of case studies or who have received intensive remedial help in certain fields.
3. The systematic procedure evolved by schools for following up pupils from one unit of the school to the next higher one.
4. The development of a guidance program which actually functions in the lives of individuals.

I. THE PROBLEM

Statement of Problem

The follow-up method of collecting data is very significant in the world today. This procedure is usually done with a problem in mind. This study has for it's problem: To denote the values of athletics and the curriculum to the athletes during the period 1948 through 1960.

Purposes of Study

1. To formulate a simple set of standards for use in classifying future athletes on the basis of their functional needs.
2. To secure information which could be used to motivate the student in the selection of activities which might improve his functional strength.

Scope of Study

This study is concerned only with those students who have participated in athletics and graduated from the E. A. Kemp High School, Bryan, Texas, from 1948 - 1960, and whose records of eligibility are on file in the school's office.

Description of Instruments Used

The instruments used for gathering data was divided into three different questionnaire forms.

The first questionnaire¹ was designed to get information relating to each individual. These questions sought information relative to marital and employment status, favorable and unfavorable aspects of the curriculum, feelings toward sports and extra-curricular activities and finally the over-all feeling toward the school.

The second questionnaire² sought information pertaining to the individual's purposes for participation in athletics.

The third questionnaire³ dealt with the values obtained through participation in athletics by students.

This data gathering instrument seeks to find if the values derived from athletics off-set the values put into athletics.

These questionnaires give the investigator reason to believe the data gathering instrument is sufficient for obtaining the desired information for this study.

Method of Collecting Data

A list of the athletes names and addresses was obtained from the eligibility records in the school files. This list was checked against the interscholastic league eligibility list on file in the office of the State Director of the Texas Interscholastic League for the years 1948-1960.

The sentiments of the former athletes concerning the favorable and unfavorable aspects of athletics and the curriculum will be

¹See Appendix A

²See Appendix B

³See Appendix C

secured by means of questionnaires and personal interviews.

Importance of Study

This survey study may prove useful in giving the faculty and coaching staff a criteria for evaluating academic and athletic programs in terms of preparing the students to meet and succeed in after-school demands. It is hoped that the results of this study will aid teachers and coaches in setting up sound and realistic guidance programs.

In relations to the importance of this type of study, Taliferro points out:

Athletics in high school today offers coaches a broad challenge in guidance. In every school there is an urgent need for vocational and educational guidance to assist the pupils in making choices of schools, courses of study and subjects of instruction. Because of a closer contact with boys, the coach has a better opportunity to do guidance work of incidental types. They advise boys to attend the college with which they are best acquainted or the colleges where their friends have coaching positions. Many athletes enroll in wrong schools in college because of poor guidance. The coaches counseling advise, if wise, will give them a satisfying result they can watch much longer than the physical skills that they teach.

The athletic training period may be a successful laboratory for social and moral guidance. For a coach to succeed in guidance, he must be conscious of his opportunity and appreciate the challenge.¹

Traxler continues by saying:

The administration of a school can have no clear ideas of the worth of its guidance program, or the mistakes that are being made or the phases which should be stressed more, or those which should be changed, unless data is available

¹Paul Taliferro, "The High School Coach as a Counselor," Athletic Journal, XIX (January, 1938), p. 36.

concerning outcomes, that is concerning what is happening to the product of the school.¹

II. DEFINITION OF TERMS

Curriculum: Reeder felt that curriculum was: "All activities and experiences which pupil engage under the direction of the school to achieve the objectives of the school."²

Follow-Up: Follow-up as used in the subject is a re-check on the curriculum and athletic programs after the athlete has graduated.

Guidance: The process of helping normal individuals in an educational setting, solving the problems which they encounter.

Counseling: Counseling is limited to those face to face contacts with individuals in achieving better adjustment.

Ego Integrative: Ego integrative is the assumption that each individual lives in himself and with himself and must develop a sense of worthy self-hood. He must believe in himself and has a sense of significance as an effective member of the culture in which he lives.

SUMMARY

Chapter I has pointed out the approach, need and value of a sound and idealistic guidance program based on studies having to do with the follow-up on graduates. It has given description, direction, and methodology, and a definition of terms employed in the study.

¹Authur Traxler, Techniques of Guidance (New York: Harper and Brothers Publishers, 1957), p. 289.

²Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1951), pp. 575-576.

Subsequent chapters will treat in detail data resulting from respondents to questionnaires used.

CHAPTER II

REVIEW OF RELATED LITERATURE

Purposes of Follow-Up Studies

In determining the purpose of the follow-up technique,

Viteles says:

The purpose of the follow-up method is usually to determine the general effectiveness of the total counseling process. The concern is generally with whether or not the clients followed the decisions reached and how they were faring. There are variations among the methods employed in the follow-up, the criteria used in determining the degree of effectiveness, and the length of time since counseling was completed.¹

Fitch in his support of the follow-up points out:

Important as an effective placement service is in helping youth get off to a good start in occupational life, it is quite apparent that further assistance is needed in making adjustments and taking advantage of opportunities in the months that follow induction into employment.

Fundamental to the effective working of any follow-up procedure in determining the needs of young workers in an entire program of vocational guidance that wins and holds their confidence and cooperation by means of valuable service rendered. A youth who is convinced that he has been helped in choosing a suitable vocation will make needed preparation for it.²

Myers is of the opinion that:

A new set of personal relations problems demand attention. Adjustments of vital significance to the young

¹M. Viteles, Validating the Clinical Method of Vocational Guidance, Psychological Clinic, 18:69-77 (1929).

²John A. Fitch, Vocational Guidance in Action (New York: Columbia University Press, 1935), p. 143.

student's satisfaction in life and to his value as a member of society in his community must be made. Many of the adjustments are closely related to his vocational success. A wise follow-up at this time by the same social institution that society has charged with responsibility for helping to prepare him in advance for this situation is immeasurably valuable both to the young child and to society, and, as was noted in case of the placement service, to the school.¹

If the follow-up service is to be performed effectively for youth, a plan for determining that adjustment needs of the youth is necessary. In carrying this out, Myers points out the significance of a follow-up service by saying:

Follow-up service is concerned with aiding the individual to make necessary or desirable readjustments. After entering upon his vocation. Even with the best of help a student may choose a vocation unwisely or begin work under unsuitable conditions. Assistance is usually needed in making a new choice of vocation. Pupils should have help in finding their way into school activities, curricular and extra-curricular, that will best serve their needs as shown by all the data available and prepare them for steps ahead educationally and vocationally. This involves a program of educational, vocational and recreational guidance, especially counseling.²

Peters, referring to follow-up studies of graduates, states:

An excellent source of information as to how well the school has been meeting the needs of its students is the follow-up study of graduates. Some techniques for carrying this out include questionnaires sent to graduates of the past several years, interviewing graduates at alumni affairs, telephone interviews with those living near the school.³

¹George E. Myers, Principles and Techniques of Vocational Guidance (New York: McGraw-Hill Book Company, Inc., 1941), p. 317.

²Ibid., p. 106.

³Herman J. Peters, Guidance Readings for Counselors (Chicago: Ran McNally and Company, 1960), p. 267.

The modern tendency in education is to allow the student to express his likes and dislikes for the school program. According to Reeder:

The school should provide a type of organization and administration wherein officials, employees, pupils, and the general public may cooperate in determining purposes and procedures for accomplishing those purposes. No other institution has a greater opportunity than the school to make democracy conscious of itself. The school can not be the "cradle of democracy" if the cradle is rocked by school officials, and employees who are autocrats.¹

Stafford supports this opinion dealing with the total personality of an athlete and adds:

The students desire to participate in a certain activity should be given preference and consideration. If an individual has a definite interest in an activity, can the instructor always be sure that he, the instructor, knows what is best for the students total needs? With this hysteria for preparedness, we should not underestimate the fact that we are dealing with a total personality and too much worshipping at the shrine of the big muscle cult may not give us the contribution to the preparedness of the total personality which we are seeking.²

The concept level of aspiration according to Smith is:

A technique for studying the psychological factors which operate in producing feelings of success and failure. Success and failure in an activity depend upon the subject attaining an intermediate goal which he himself has set--success and failure being defined in terms of their relation to the level of aspiration. Success is performance above this level, and failure is performance below it.³

¹Reeder, op. cit., p. 12.

²George T. Stafford, "Guidance in Required Physical Education," Research Quarterly, XII (February, 1941), p. 289.

³Carnie H. Smith, "Influence of Athletic Success and Failure on the Level of Aspiration," Research Quarterly, XX (May, 1949), p. 18.

Follow-up services are indispensable to an effective guidance program. According to Erickson and Smith:

The functions of follow-ups as an effective element of guidance is sometimes carried on unaccompanied by adequate follow-up procedures. Certainly the effectiveness of in-school or out of school placements cannot be evaluated unless there is systematic and continuous follow-ups of an individual.

Pupils need placement service within the curricular and co-curricular programs of the school, to meet their needs for personal adjustment and development.¹

Christensen pointing out the relative values of subject matter states:

There are estimates of the relative values of high school subjects which have been made by high school graduates themselves. Perhaps high school graduates do not know what is best for them. Nevertheless, their opinions are well worth consideration. The high school is largely the results of tradition.²

Koos, in his opinion of subject matter in the curriculum, states:

The value of a subject in the high school curriculum should be determined by the extent of it's contribution toward achieving the goals of the institution in which it is given.³

Di Giovanna, while making a comparison of the intelligence and athletic skills and abilities of students, compared two attitudes.

They were:

'Strong back, weak mind,' which refers, as a rule to the mental dullness or poor scholastic standing of some

¹Clifford E. Erickson and Glen Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1947), p. 324.

²Arnold E. Christensen, "2125 High School Graduates Estimates of Subject Values," The Clearing House, p. 228.

³Leonard V. Koos, The American Secondary School (Boston: Ginn and Company, 1927), pp. 218-219.

particular athlete or group of athletes.

This attitude no longer holds weight among the better informed. Moreover the pendulum of thought seems to be swinging in the other direction and more and more we hear statements similar to the following: That there should be a certain degree of positive correlation between physical fitness and scholarship can hardly be questioned, for physical fitness is the first prerequisite for scholarship of any degree.¹

Rothney points to the fact that:

Follow-up is probably the most neglected and most inadequately done of all the steps in guidance. It is often neglected because school personnel think it is unnecessary, difficult, expensive and unrewarding.²

Norman made a study to determine to what extent the scholastic program has been valuable to the graduates in providing the incentive for individual students to become aware of abilities, desires, needs and patterns of life. He found that:

The curriculum was adequate, but due to a lack of vocational guidance, the graduates did not foresee a need for certain vocations, therefore, individual initiative was very low and the individual students did not become aware of certain abilities until after graduation.³

Stanton concluded in his study that:

Any school which is making an honest effort to adjust it's program to the assured and probable future needs of it's students will want to know as much as possible about the activities those youths are going to have to face. One way of going about this is to try to find out these things from the group which has already left school. This is done on the assumption that the youth now in

¹George Di Giovanna, "A Comparison of the Intelligence and Athletic Ability of College Men," Research Quarterly, VIII (May, 1937), p. 96.

²John Rothney, "Follow-up Services in the Small Secondary School," The High School Journal, XL (June, 1955), p. 83.

³Glovecus Norman, "A Proposed Plan for Vocational Guidance for the Anderson High School, Austin, Texas," (Unpublished Master's Thesis, Department of Education, Prairie View A & M College, 1947).

school will probably lead lives quite similar to those of the youth who have recently left the school. The educational value of the knowledge, skills, ideals, and powers that are learned in the classrooms is determined in the final analysis by how well students can use them in worthwhile life situations. To determine the value of skills and knowledge taught, surveys of graduates must be made in order to determine the practicability of the content material learned there.¹

Archia, in his study of the high school graduate of Goose Creek, stated that:

A follow-up of that particular school's graduates had never been made. The number of graduates at Goose Creek was sixty. This study furnished a basis for evaluating the school program and reorganizing the curriculum. By using questionnaires and interviews, the writer found:

1. About six percent of the former students remained in the community.
2. The average wage for men was eighty dollars a month and twenty-five dollars for women.²

Archia concluded by stating a very significant discovery of his study. He concludes that: "In order to help students qualify for better positions in the community, vocational and commercial courses should be included in the curriculum."³

Jones, who made a study similar in some respects to the one made by Archia, used the information gained from follow-up graduates to establish criteria and evaluate the health, physical education and

¹Lonnie A. Stanton, "A Follow-Up Study of the Graduates of the Anderson High School, Mart, Texas, for a ten-year period (1938-1947) inclusive with implications on Curriculum Revision," (Unpublished Master's Thesis, Prairie View A & M College, 1949).

²Ernest Archia, "A Ten Year Follow-Up Study of the Sixty Graduates and Ninety-two Drop-outs at the George Washington Carver High School," (Unpublished Master's Thesis, Department of Education, Prairie View A & M College, 1942).

³Ibid., 1942.

athletic program at I. M. Terrell High School, Fort Worth, Texas, to see how it measures with the accepted standards. Jones concluded that: "The programs did not measure up to accepted standards in all aspects, but did exceed the accepted standards in some areas, particularly the staff."¹

SUMMARY

The studies revealed in this chapter may be summed up as follows:

Athletes or students who leave school through graduation are followed up for a number of purposes. Usually the individual has educational, vocational or social problems after graduation. These problems usually occur while he is getting himself established elsewhere.

A second purpose of follow-up method is to determine the general effectiveness of the total counseling process.

A third purpose of follow-up is concerned with aiding the individual to make necessary or desirable readjustments after entering upon his vocation.

A fourth purpose of follow-up is, an excellent source of information as to how well the school has been meeting the needs of it's students.

Follow-up studies help the counselor of the schools evaluate the guidance programs.

¹Marion Jones, "Criteria for the Evaluation of Health, Physical Education and Athletics at I. M. Terrell High School of Fort Worth, Texas," (Unpublished Master's Thesis, Prairie View A & M College).

High schools should obtain information about it's former students to gather knowledge relating to their success or failures, since these achievements are due in part to their school relationships. After evaluating the data the information may help the school determine the effectiveness of it's over-all program.

The data gained from use of follow-up studies can help the counselors improve their work with students. The demands for efficiency in education is continuing to grow. On the basis of such evaluation, the school may decide to change part of it's programs to meet the demands of a changing world.

TABLE I

MARITAL STATUS OF SIXTY-THREE ATHLETES FOR THE YEARS 1943-44

Number Married	Percent	Number not Married	Percent	Number Married with children	Average number of children per family
25	39.68	38	60.32	21	2.48

The sixty-three athletes in Table I represents 43.99 percent of the number contacted.

This data denotes that over sixty percent of the graduates are unmarried and over thirty-nine percent are married.

It is noted that among the married athletes each family has an average of two or more children.

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

During the years 1948-1960, one hundred eighty-three athletes were among the graduates of the senior class. Only one hundred thirty-seven of these students could be contacted. Sixty-three of those contacted returned usable questionnaires which represents 45.99 percent reply. Therefore, this data will be interpreted by number and percent based on the returned usable questionnaires.

Table I shows the marital status of the athletes.

TABLE I

MARITAL STATUS OF SIXTY-THREE ATHLETES FOR THE YEARS 1948-60

Number Married	Percent	Number not Married	Percent	Number Married with children	Average number of children per family
25	39.68	38	60.32	21	2.48

The sixty-three athletes in Table I represents 45.99 percent of the number contacted.

This data denotes that over sixty percent of the graduates are unmarried and over thirty-nine percent are married.

It is noted that among the married athletes each family has an average of two or more children.

Table II shows the academic status of the athletes.

TABLE II
ACADEMIC STATUS OF SIXTY-THREE ATHLETES FOR THE YEARS 1948-60

Schooling	Number	Percent
Attended College	26	41.27
Did not attend college	37	58.73
Average number of years attended	2.38	-----
Number with degree or degrees	13	50

It is indicated in Table II that over forty-one percent of the athletes attended college and over fifty-eight percent did not attend college.

It is also pointed out that each athlete that attended college remained there an average of two or more years with degrees being conferred upon fifty percent of the twenty-six that attended college.

Table III shows the occupational status of the athletes.

TABLE III

OPINIONS OF THIRTY-SEVEN ATHLETES WHO DID NOT ATTEND COLLEGE
 OCCUPATIONAL STATUS OF SIXTY-THREE ATHLETES FOR THE YEARS 1948-60

Types of Occupations	Number Attended College	Percent	Number Not Attending College	Percent
Skilled	13	50	--	--
Semi-skilled	6	23	6	16
Unskilled	1	4	20	54
Unemployed	2	8	9	24
Number attending college during this study	4	15	2	6
TOTAL	26	100	37	100

It is noted in Table III, of the twenty-six attending college, fifty percent are skilled, followed by six semi-skilled in one-two rank order.

Also, of the thirty-seven that did not attend college, twenty or fifty-four percent are unskilled followed by nine or twenty-four percent that are unemployed.

Tables IV and V contain the favorable and unfavorable opinion of the curriculum.

TABLE IV

OPINIONS OF THIRTY-SEVEN ATHLETES WHO DID NOT ATTEND COLLEGE
FOR THE YEARS 1948-60, REGARDING SUBJECTS THAT HELPED THEM
MOST AND LEAST

SUBJECTS	Subjects That Helped the Most		Subjects That Helped the Least	
	Number	Percent	Number	Percent
Physical education	7	19	10	27
English	26	70	9	24
Mathematics	26	70	8	22
History	12	32	8	22
Science	7	19	1	3
Spelling	1	3	---	---
Reading	---	---	1	3
Agriculture	1	3	8	22
Shop	1	3	11	30
Economics	---	---	7	19
Spanish	---	---	4	11
Chemistry	1	3	3	8

In grouping the opinions of the thirty-seven athletes who did not attend college, regarded subjects that helped the most, English and mathematics tied for first with History being second.

Shop and physical education in that order are listed as subjects that helped the least.

It is noted that subjects that helped the least are grouped closer together in rank order for the athletes that did not attend college.

Most athletes that attended college listed English and mathematics in one-two order with science and chemistry ranked third and fourth as subjects that helped the most. Subjects that helped the least are Spanish and history in one-two order.

When the two types of athletes opinions were compared, those that attended college and the ones who did not attend college with respect to the subjects that "helped the most", it is noted that the findings are identical for the first two subjects in rank order. These subjects denoted in Tables IV and V are English and mathematics.

Spanish	---	---	10	25
Chemistry	2	23	---	---
Shop	---	---	3	12
Agriculture	1	4	1	4

Table VI has to do with the number and kind of sports participated in by the sixty-three athletes.

TABLE VI
LIST OF SPORTS PARTICIPATED IN BY SIXTY-THREE ATHLETES

SPORT	Number Participated In This Sport		Number Participated In This Sport	
	Number	Percentage	Number	Percentage
Baseball	10	16	22	35
Football	21	33	22	35
Track	5	8	13	21
Other	17	27	22	35

TABLE V

OPINIONS OF TWENTY-SIX ATHLETES THAT ATTENDED COLLEGE FOR THE YEARS
1948-60 REGARDING SUBJECTS THAT HELPED THEM MOST AND LEAST

SUBJECTS	Subjects that helped most		Subjects that helped least	
	Number	Percentage	Number	Percentage
Mathematics	15	58	3	12
English	19	73	6	23
History	5	19	7	25
Physical Education	2	8	-	--
Economics	1	4	3	12
Science	11	42	2	8
Spanish	--	--	10	38
Chemistry	6	23	--	--
Shop	--	--	3	12
Agriculture	1	4	1	4

Table VI has to do with the number and kind of sports participated in by the sixty-three athletes.

TABLE VI

LIST OF SPORTS PARTICIPATED IN BY SIXTY-THREE ATHLETES

SPORT	Number Participated In One Sport	Percentage	Number Participated	Per-centage
			In Two or More Sports	
Basketball	12	19		
Football	21	33	22	35
Track	8	13		
TOTAL	41	65	22	35

The data indicates the popularity of the sports played by the athletes of this study.

Of the forty-one single sport participates, football ranked number one, followed by basketball and track in that order. Twenty-two of the athletes under study participated in two or more sports.

Table VII has to do with extra-curricular activities of the athletes.

TABLE VII

LIST OF SIXTY-THREE ATHLETES WHO DID OR DID NOT PARTICIPATE
IN EXTRA-CURRICULAR ACTIVITIES

Extra-Curricular Activities	Number Participated	Percentage	Number Not Participating	Percentage
Choir	13	21		
Clubs	10	16	36	57
Band	4	6		
TOTAL	27	43	36	57

Not only does the athlete indicate participation in a given sport, but forty-three percent of them participates in some type of extra-curricular activity. Fifty-seven percent of the athletes did not participate in extra-curricular activities.

Table VIII denotes the likes and dislikes of athletics by the athletes.

TABLE VIII

OPINIONS OF SIXTY-ONE ATHLETES WHO LIKED OR DISLIKED CERTAIN ASPECTS OF ATHLETICS

Things Liked About Sports	Number	Percent	Things Disliked About Sports	Number	Percent
Winning	22	36			
Practice	4	7	Practice	12	20
Trips	9	15	Trips	1	2
Awards	8	13			
Everything	14	23			
Physical development	4	7			

Table VIII relates to the likes of the athletes. In terms of importance the athletes denotes winning as their first like. Twenty-three percent liked everything about sports with trips, awards, practice and physical development following in rank order. In terms of dislikes, practice and trips were listed in rank order.

Table IX concerns itself with opinions in relation to values helped or hindered in employment.

TABLE IX

OPINIONS OF FORTY-NINE ATHLETES ON VALUES THAT HELPED OR HINDERED EMPLOYMENT

Athletic Values	Number	Percent
Values that helped employment	48	98
Values that hindered employment	1	2
TOTAL	49	100

Table IX concerns itself with opinions in relation to values helped or hindered in employment. Of the sixty-three questionnaires returned, forty-nine or seventy-eight per cent replied to this question. Ninety-eight per cent of the returned answers denoted some values obtained in sports helped them in employment. Only two per cent of the athletes indicated a hinderance in employment.

Table X denotes opinions of participation of boys in athletics.

TABLE X

OPINIONS OF SIXTY ATHLETES ON WHY BOYS SHOULD OR SHOULD NOT PARTICIPATE IN ATHLETICS

ATHLETICS	Number	Percent
Should participate	60	100
Should Not participate	0	0
TOTAL	60	100

The opinions of the sixty athletes toward boys participating or not participating in athletics is 100 per cent for the idea of boys participating in athletics.

Table XI denotes the opinion of the athletes toward their children participating in athletics.

TABLE XI

OPINIONS OF FIFTY-FIVE ATHLETES ON THEIR CHILDREN PARTICIPATING
OR NOT PARTICIPATING IN ATHLETICS

Athletics	Number	Percent
Children participation	55	100
Children not participating	—	---
TOTAL	55	100

The athletes are unanimous in their notation toward their children participating in athletics.

Summary

This study shows that the athletes who attended college remained there over two years.

Athletes were in accord with relationship to subjects that helped them the most. Their opinion of subjects that helped them the least varied.

It is noted that a large percent of the graduates did not attend college. This showed up also in the percent of unskilled occupations.

Those athletes that returned their questionnaire denoted 100 percent or near 100 percent agreement toward values obtained through athletics.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was: (1) to secure information which can be used to help school personnel motivate the athlete in their selection of activities which might improve his functional strength.

The problem was to denote the values of athletics and the curriculum to the athletes during the period 1948 through 1960.

Sixty-three of the one hundred thirty-seven athletes responded to the questionnaires. The responses were indicated by number and percentage in chart form.

Thirty-nine and sixty-eight hundredths percent of the respondents are married with an average of two children per family. Sixty and thirty-two hundredths percent are not married.

The data shows that twenty-six of the sixty-three respondents attended college with the average number of years completed being two. Thirty-seven individuals did not attend college. Fifty percent of the persons attending college were classified as skilled laborers, whereas fifty-four percent that did not attend college were classified as unskilled.

Those persons that attended college and those who did not attend college denoted English and mathematics in that order as the subjects

that helped them the most. English and mathematics could aid an individual in his job.

Sixty-five percent of the athletes played one sport, while thirty-five percent participated in two or more sports. Forty-three percent found time to participate in extra-curricular activities.

Thirty-six percent indicated their like for sports by denoting the choice of winning as the most important thing and practice was denoted as their chief dislike for sports. Ninety-eight percent of the athletes obtained some values from sports.

There was 100 percent agreement on the part of all boys participating in sports and the participation of the athletes children in sports.

It is hoped that the information obtained through this study will enable school personnel to better evaluate the athletes and their vocational planning and make the necessary changes.

Conclusions

1. There is a lack of guidance in the present vocational courses.
2. There are not enough vocational courses being offered.
3. There should be more courses offered for college preparation.
4. The curriculum does not meet the needs of all the students.

Recommendations

It is recommended:

1. That vocational courses such as auto mechanics, book-keeping and electricity be added to meet the needs of the student not planning on attending college.
2. That guidance services be offered to help athletes with selection of a vocation.
3. That additional follow-up studies be made to see if the revised curriculum is meeting the needs of the athletes.
4. That teachers encourage athletes to go to college.
5. That more athletes participate in extra-curricular activities.
6. That representatives from different fields hold conferences with athletes and point out the values involved in furthering their education.

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a. Number of years employed _____

b. Number of places employed _____

c. Are you now employed? _____

3. List subjects that helped you the most _____

4. List subjects that helped you the least _____

5. List sport or sports participated in _____

6. List other extra-curricular activities participated in _____

APPENDIX A

QUESTIONNAIRE

1. Year finished _____

a. Married _____

b. Number of children _____

c. Did you attend college? _____

d. College attended _____

e. Number of years attended _____

f. Degree or degrees _____

2. Type of employment _____

a. Number of years employed _____

b. Number of places employed _____

c. Are you now employed? _____

3. List subjects that helped you the most

4. List subjects that helped you the least

5. List sport or sports participated in

6. List other extra-curricular activities participated in

APPENDIX B

QUESTIONNAIRE

1. In what ways did athletics help you?
 - a. Position played _____

 - b. Reason for playing position _____

2. Did the values obtained help you in school?
 - a. Reason for choosing one or more sports _____

2. What did you dislike about sports?

4. Do you think all boys should participate in athletics?

3. What did you like about sports?
 - a. Why not? _____

5. Do you think you would have been better off had you participated in athletics?

4. What would you change in the athletic program?

5. Why would you make a change?

APPENDIX C

QUESTIONNAIRE

1. In what ways did athletics help you?

2. Did the values obtained help you in employment?

3. Did athletics hinder your employment?

4. Do you think all boys should participate in athletics?

a. Why? _____

b. Why not? _____

5. Do you think you would have been better off had you not participated in athletics?

6. Would you let your children participate in sports?

a. Why? _____

b. Why not? _____

APPENDIX D

LETTER TO STUDENTS

1001 N. Tabor Avenue
Bryan, Texas
April 11, 1962

Dear Former Student:

I am seeking your help for the purpose of obtaining information to be compiled as part fulfillment for the requirements of a Master's Degree Thesis. Your answers will serve to help future athletes of Kemp High School, Bryan, Texas.

Please answer these questions in their entirety and return them to me without delay.

Yours truly,

Wendell C. Davis