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# Careers of High School Basketball Players

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CAREERS OF HIGH SCHOOL  
BASKETBALL PLAYERS

by

Jewel D. Michael

A thesis submitted in partial fulfillment of the  
requirements for the Degree of Master of Science  
College of Education

Division of Graduate Instruction  
Butler University  
Indianapolis  
1941

## FOREWORD

A study of Frankfort High School basketball players was made for the following reasons: (1) I am interested in the game itself and those individuals who participate; (2) I was teaching in the Frankfort School at the time that I started this investigation, so I had access to certain necessary information; (3) I considered Frankfort High School as one of only a few schools which has had a coach for a long term of service that has produced excellent individual and team performance consistently.

The writer is greatly indebted to Coach Everett N. Case for his assistance in securing addresses of the individuals studied; to Dr. A. B. Carlile for his valuable suggestions and advice, and to Miss Virginia Huxford for the typing of the dissertation.

J.D.M.

Clayton, Indiana  
1941

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## CHAPTER I

### INTRODUCTION

Problem. Popular opinion is divided into two general groups as to the value of basketball activities, one group holding that training in basketball will transfer to actual life situations, while the other contends that it is a waste of time to spend hours in practicing and in trips which necessitate absence from academic work. In general, this study seeks to give some evidence on this question, through an examination of the subsequent careers of the boys who were basketball players in Frankfort High School during the years from 1919-1940.

The study seeks to answer the following general questions in regard to their physical, education, marital, occupational status, and geographical location:

1. Where are the Frankfort High School varsity basketball players of 1919-1940, and what are they doing?
2. To what extent have they furthered their schooling?
3. Have they continued their basketball experience since leaving high school?
4. Of what value has basketball been to these boys after leaving high school?

5. How do the marks made by this group of athletes compare with those made by non-athletes in the same high school?
6. Is there a difference between members of championship teams and non-championship teams on the points named above?

Information to supply the answers was secured by a questionnaire as explained under Method and Source of Data. Detailed questions on the preceding general questions are shown in the questionnaire in the appendix.

Method and Source of Data. The names and year of graduation of each Frankfort High School varsity basketball player during the years 1919-1940 were secured from the high school year books. Addresses of the players were secured from the Frankfort city directory, telephone directory, Coach Everett N. Case and the athletic department, and from friends and relatives of those who live outside the city. Academic records were secured from the high school office. Questionnaires were sent to those whose addresses were secured. Then data were tabulated from the questionnaires that were returned.

Definition of Terms. Varsity refers to those ten players on the basketball team or what is commonly called the "first team" or "first ten".

Limitation of the Study. This is a study of the 104 varsity basketball players of the Frankfort, Indiana, High School from 1919-1940. This number includes graduates and non-graduates.

Similar Studies. The following study does not refer to a group of athletes, but to high school graduates in general. However, the study is similar in other respects.

I. A study of the 1930 graduates of the Indianapolis Schools was made by H. L. Harshman, director of administrative research of the Indianapolis school system. This survey reached 1,201 men and women of 1,991 who graduated from the six Indianapolis High Schools during that year. This gave the survey a 60 per cent coverage.

The following results were shown:

- a. More than 92 per cent are steadily employed.
  - b. Eight of every ten live in Indianapolis.
  - c. An inverse ratio is shown in the survey between average grades made in high school and marriages that followed.
  - d. High scholastic ratings did not always lead to college.
3. School grades and salaries showed a close relationship. Those who made the better class marks in high school are receiving the higher salaries.

f. Subjects listed by the graduates as those most valuable in helping them to find employment were mathematics, shop and science for the boys, and commercial courses, English, home economics and mathematics for the girls.<sup>1</sup>

II. In 1940, John Tunis, ex-Harvard athlete, well-known for his books, articles and broadcasts on football and other sports, made a study entitled, "What Happens to All-Americans?" The study was made to find what has become of the 1930 All-American football team, chosen by Grantland Rice, dean of sportswriters. Twelve individuals were chosen, one being an alternate. Tunis found that all had good jobs and good health. About one-half of them were still playing or coaching. Their annual earnings over the last five years have ranged from a \$2,700 minimum to a \$7,500 maximum. All were working, whereas statistics show 5 per cent of all college graduates unemployed. Financially these were above the average college man, who earns \$2,400 a year nine years after graduating. All but one had college degrees. Eleven of the twelve were married.<sup>2</sup>

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<sup>1</sup>H. L. Harshman, "1930 Indianapolis Graduates", Indianapolis News, (February 6, 1941)

<sup>2</sup>Tunis, "What Happens to All-Americans?", Look Magazine, (December 17, 1941), 42.

III. J. M. Jacobson summarizes the results of seventeen studies dealing with the problem of "Effect of Athletics on the Scholarship and Health of Growing Youths." These studies were confined to the high school period. He summarizes them as follows:

- a. The high school athletes studied are of average mental ability.
- b. Athletes stand as high as, if not slightly higher than, non-athletes in academic achievement as measured by school marks.
- c. The scholarship of athletes does not seem to suffer appreciably during the period of participation. Until further investigations with more refined methods have been made, it would seem that the opponents of high school athletics must seek elsewhere than in the scholastic records of athletic participants for the justification of their views.<sup>3</sup>

IV. Rowland H. Jones of Washington High School in Indianapolis made a study of and answered the following question: "Is the intelligence of high school athletes greater or less than that of non-athletes?" The data were obtained at the Washington High School in Indianapolis. A comparison was made of the intelligence quotients of ath-

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<sup>3</sup>J. M. Jacobson, "Athletics and Scholarship in the High School", *The School Review*, 1931, 39, pp. 280-287.

letes and non-athletes.

The results were summarized in Mr. Jones' study as follows:

- a. These high school athletes are more intelligent than non-athletes, as shown by this test.
- b. There is a smaller percentage of athletes than non-athletes in the lower intelligence levels.
- c. A larger percentage of the athletes than of the non-athletes is in the normal and superior groups of intelligence.
- d. In the very superior and near genius groups the percentage of athletes and non-athletes is approximately the same.<sup>4</sup>

V. Helen Farmer Hawkins made a survey of the occupations of the graduates of Elkton, Maryland, High School. It attempts to determine the kinds of work in which former students are and have been engaged since leaving high school; to learn locations of employment and positions held; to determine the number of students now married and having children; and to determine the hobbies which are enjoyed. The study concludes that graduates were superior to drop-outs in both mental ability and scholastic achievement; that

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<sup>4</sup>R. H. Jones, "Intelligence of High School Athletes", School and Society, September 21, 1935.



the boys are employed chiefly in manufacturing, mechanical industries, trade, and clerical occupations; that girl graduates have gone into clerical occupations and professional service mainly, while drop-out girls are employed in domestic and personal service.<sup>5</sup>

VI. Sidney Glickman made a study of the academic standing of athletes at Brooklyn College in relation to non-athletes. He compares and evaluates the academic standing of athletes engaging in particular sports, with the academic standing of the general student body; and shows the relationship in scholarship of athletes who engage in more than one sport to that of the general student average. Findings show that the academic rating of the fall athletes is below that of the general student average and is below the athletic group as a whole; the rating of the spring athletes is higher than the non-athletes; and the rating of two sport athletes is lower than that of either the athletes or the non-athletes.<sup>6</sup>

VII. Marvin L. Snoddy made a comparison of scholastic achievements of high school athletes and non-athletes of Greene County, Indiana. The study attempts to determine

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<sup>5</sup>R. A. Gray, Bibliography of Research Studies in Education, 1938-1939.

<sup>6</sup>R. A. Gray, Bibliography of Research Studies in Education, 1936-1937.

whether participation in organized, interscholastic athletics in the twelve high schools of Greene County had any effect on academic achievement as measured by standardized achievement tests. The study indicates that participation in athletics by high school students had no detrimental effect upon their scholastic rating during their high school careers. The study cites some evidence that participation in athletics caused the athlete to do better work in school than he would if certain scholastic requirements were not placed upon him to make him eligible for participation in athletics. The study concludes that if the school is to educate the child in the broadest sense, participation in some athletic program is of importance to both the pupil and the community.<sup>7</sup>

Although the first of these similar studies does not refer to athletes alone, all of these references state definite facts to show that the careers of high school and college graduates are affected by the different types of training received while in school. Some of these studies show that participation in high school and college athletics proves to be an asset, and other studies state that participation in athletics has very little to do with class marks. Then the other studies show that class marks are

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<sup>7</sup>Indiana State Teachers College. The Teachers College Journal, July, 1939.

lower because of participation in athletics at certain times during the school year.

## CHAPTER II

### FINDINGS

In this chapter, an analysis of the results of the returned questionnaires are shown in tables. Data in these tables show numbers and percentages used in answering the questions stated in the problem of this study.

Table 1 shows the occupations of former Frankfort High School boys who played basketball during the years 1919-1940. In this table and in most of the other tables, there is a comparison of members of championship teams and non-championship teams. Specifically, the championship group includes the runner-up team of 1924 and the state champions of 1925, 1929, 1936, and 1939. In Table 1 the occupations of sixty-seven individuals who returned the questionnaires are classified according to the plan of the United States Census Bureau. Table 1 shows that the highest percentage of those that returned questionnaires are employed in the manufacturing and mechanical industries, showing 33.93 per cent, and in the trades, showing 33.93 per cent. This is in agreement with the per cent of men in general engaged in the same occupations, as shown by the United States Census Report. Not any are engaged in

agriculture as compared to 24.0 per cent of men in general. Ten individuals not included in this occupational grouping are students at the present time, and one individual reports that he is unemployed.

TABLE 1

"WHAT ARE THE PRESENT OCCUPATIONS OF THE BOYS WHO PLAYED BASKETBALL IN THE HIGH SCHOOL OF FRANKFORT, INDIANA, DURING THE PERIOD 1919-1940?"

Occupation Classification (1)	Percentage			
	Men in General (2)	F.H.S. B.B. Players (3)	Championship Team Members (4)	Non-Championship Team Members (5)
Agriculture	24.0	.0	.0	.0
Forestry and Fishing	.1	.0	.0	.0
Extraction of Minerals	2.1	.0	.0	.0
Manufacturing and Mechanical Industries	37.8	33.93	52.0	24.24
Transportation & Communication	9.6	3.57	.0	6.06
Trade	12.5	33.93	16.0	42.42
Public Service (not elsewhere classified)	1.7	5.35	4.0	6.06
Professional Service	4.4	17.86	24.0	12.12
Domestic and Personal Service	3.7	1.79	4.0	3.03
Clerical Occupation	4.2	3.57	.0	6.06
Total	100.	100.	100.	99.99

Table 1 is read in the following manner: The percentage of men in general engaged in agriculture is 24.0. In the other three groups of individuals there is no percentage engaged in agriculture.

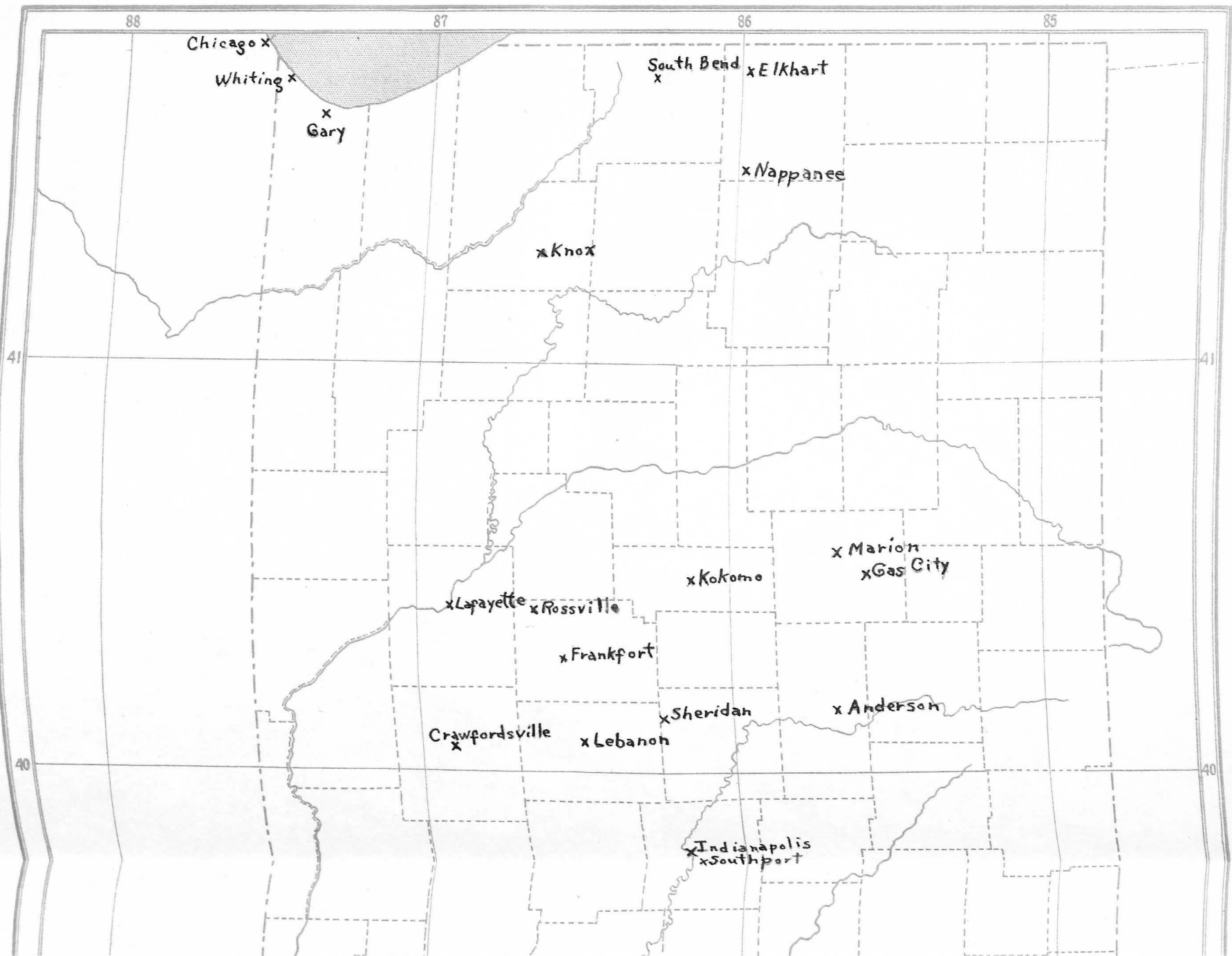
As shown in Table 2, 45 per cent or almost one-half of the number whose addresses were secured, live in Frankfort. Table 2 includes the names of thirty-eight cities in fourteen states in which these men are located. Twenty-two of these cities are in Indiana. As to mobility, some individuals have changed addresses since graduation from high school because they have gone to other states to attend college or obtain employment.

TABLE 2

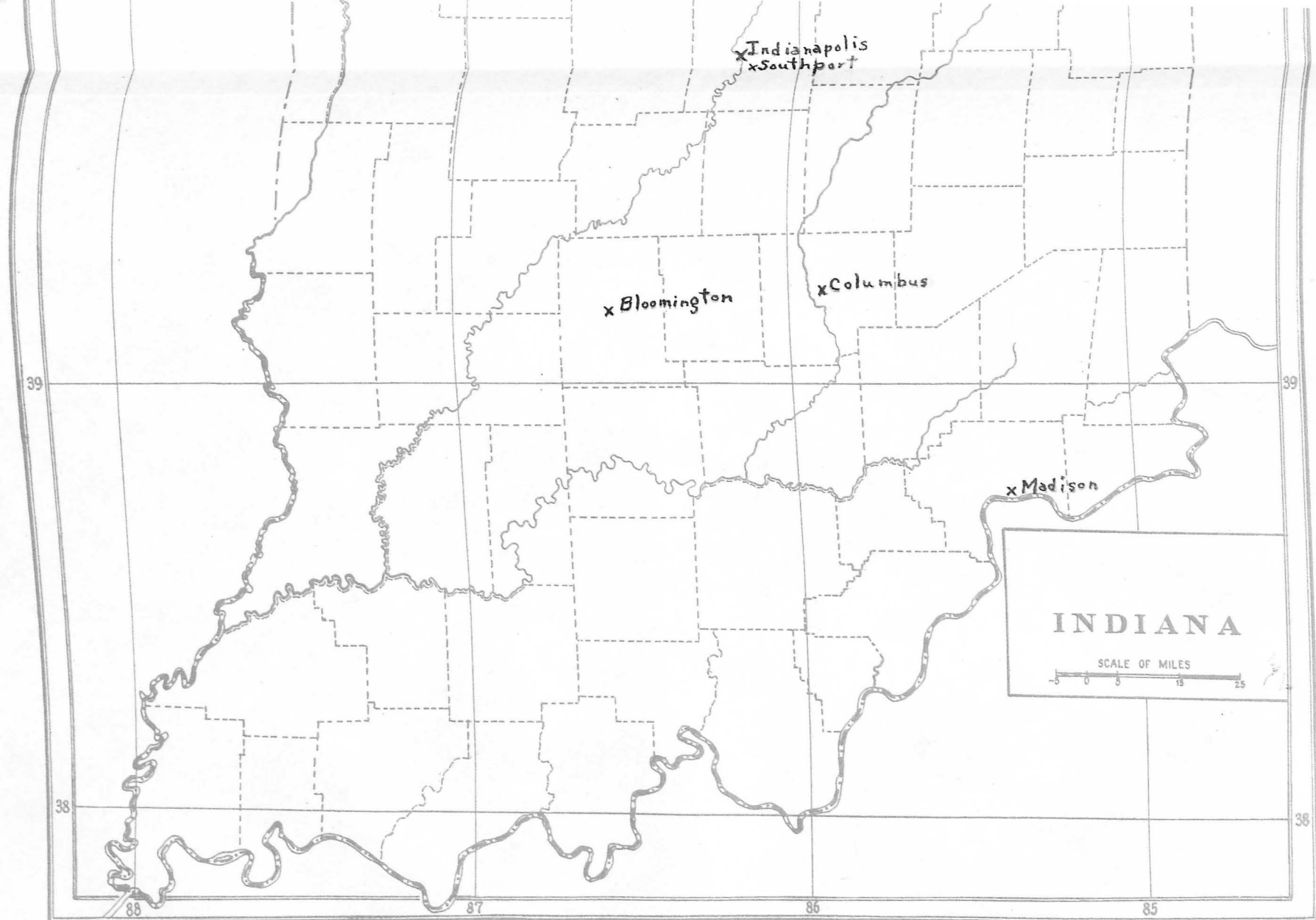
"IN WHAT CITIES AND STATES ARE THE FORMER FRANKFORT  
HIGH SCHOOL BASKETBALL PLAYERS LIVING?"

City (1)	State (2)	Percentage		
		F.H.S. Basket- ball Players (3)	Champion Members (4)	Non-Champion Members (5)
Frankfort	Indiana	45.0	48.7	42.3
Gary	Indiana	3.9	2.5	5.7
Los Angeles	California	3.3	5.1	1.9
Whiting	Indiana	3.3	5.1	1.9
West Lafayette	Indiana	2.2	5.1	.0
Indianapolis	Indiana	2.2	.0	3.8
Chicago	Illinois	2.2	2.5	1.9
South Bend	Indiana	2.2	5.1	.0
Madison	Wisconsin	2.2	.0	3.8
St. Louis	Missouri	2.2	2.5	1.9
Lebanon	Indiana	1.1	2.5	.0
Kokomo	Indiana	1.1	.0	1.9
Nappanee	Indiana	1.1	.0	1.9
Birmingham	Alabama	1.1	.0	1.9
Lincoln	Nebraska	1.1	.0	1.9
Akron	Ohio	1.1	.0	1.9
Marion	Indiana	1.1	.0	1.9
Sheridan	Indiana	1.1	.0	1.9
Cleveland	Ohio	1.1	2.5	.0
Gas City	Indiana	1.1	2.5	.0
Crawfordsville	Indiana	1.1	2.5	.0
Gallup	New Mexico	1.1	2.5	.0
Southport	Indiana	1.1	2.5	.0
Columbus	Indiana	1.1	.0	1.9
Rahway	New Jersey	1.1	.0	1.9
Flint	Michigan	1.1	.0	1.9
Anderson	Indiana	1.1	.0	1.9
Kempton	Indiana	1.1	.0	1.9
Monroe	Louisiana	1.1	2.5	.0
Lakeworth	Florida	1.1	.0	1.9
Elkhart	Indiana	1.1	.0	1.9
Compton	California	1.1	.0	1.9
Houston	Texas	1.1	.0	1.9
Knox	Indiana	1.1	.0	1.9
Bloomington	Indiana	1.1	.0	1.9
Rossville	Indiana	1.1	2.5	.0
Convoy	Ohio	1.1	2.5	.0

Table 2 is read as follows: 45 per cent of F.H.S. basketball players live in Frankfort; 48.7 per cent of the championship team members live in Frankfort; and 42.3 of the non-championship group live there.







x Indianapolis  
x Southport

x Bloomington

x Columbus

x Madison

**INDIANA**

SCALE OF MILES  
0 5 10 15 20 25

The percentage of Frankfort High School basketball players going to college is given in Table 3. The basketball players in general are shown in one group, the championship team members are given as a separate group and the non-championship team members as another group. All show a percentage much above that given for boys in general. Of the sixty-seven basketball players who returned questionnaires, forty-three individuals, or 63.23 per cent attended college.

TABLE 3

"THE PERCENTAGE OF FRANKFORT HIGH SCHOOL BASKETBALL PLAYERS ATTENDING COLLEGE."

	Percentage
<sup>8</sup> Boys in general	37.2
Frankfort High School	
Basketball Players	63.23
Championship Members	47.47
Non-Championship Members	64.28

The names of the colleges and universities which these Frankfort varsity basketball players attended are given in Table 4. Purdue leads the other schools having enrolled 20.4 per cent of these former basketball players. Chicago, Butler, and Indiana are next, all having the same

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<sup>8</sup>Department of the Interior, Bureau of Education, Biennial Survey of Education, 1922-1924.

percentage, which is 8.16. Then come Wabash, Franklin, Wisconsin, and Southern California with a percentage of 6.12. Only one or two individuals attended the other colleges. Frankfort players attended seven of the "Big Ten" colleges. The highest percentage of the championship group attended Purdue, Butler, or Southern California. Six have attended more than one institution of higher learning, five of these working on advanced degrees. Twenty-one different institutions have a representation from this group of athletes.

TABLE 4

"WHAT PERCENTAGE OF FRANKFORT HIGH SCHOOL BASKETBALL PLAYERS ATTENDED EACH INSTITUTION OF HIGHER LEARNING?"

School (1)	F.H.S. B.B. Players % (2)	Champions % (3)	Non-Champions % (4)
Purdue	20.4	30.0	13.8
Chicago	8.16	.0	13.8
Butler	8.16	15.0	3.4
Indiana	8.16	5.0	10.3
Wabash	6.12	.0	10.3
Franklin	6.12	10.0	3.4
Wisconsin	6.12	5.0	6.9
Southern California	6.12	15.0	.0
Michigan State	4.08	.0	6.9
Illinois	4.08	5.0	3.4
Columbia	2.04	.0	3.4
Bradley Tech	2.04	.0	3.4
U.S. Military Academy	2.04	5.0	.0
Indiana Law School	2.04	.0	3.4
University of Michigan	2.04	.0	3.4
Texas University	2.04	.0	3.4
Indiana Central	2.04	.0	3.4
Compton Glendale	2.04	.0	3.4
Ventura Junior College	2.04	.0	3.4
Modesto, California	2.04	5.0	.0
Iowa	2.04	5.0	.0

Table 4 should be read: 20.4 per cent of the Frankfort High School basketball players attended Purdue; 30.0 per cent of the champions attended Purdue; and 13.8 per cent of the non-champions attended Purdue.

The major subjects which these Frankfort High School basketball players studied in college are shown in Table 5. The material in this table is reported in frequencies. Some individuals mentioned as many as four

different divisions. Physical education ranks highest as one would expect from a group interested in basketball. History and English rank second in frequency. The frequency of the remainder of the subjects ranges from five to one. This is in harmony with reports from colleges that many athletes who major in physical education, have history as a minor. Twelve of the fifteen boys that named physical education as a major subject were members of the championship group.

TABLE 5

"WHAT WERE THE MAJOR SUBJECTS STUDIED BY THE FRANKFORT HIGH SCHOOL VARSITY BASKETBALL PLAYERS WHO ATTENDED COLLEGE?"

Major Subject (1)	Champions f (2)	Non-Champions f (3)	F.H.S. B.B. Boys in General f (4)
Physical Education	12	3	15
English	5	6	11
History	4	7	11
Economics	2	7	9
Accounting	2	2	4
Mathematics	1	1	2
Sciences	1	1	2
Social	4	1	5
Law	0	3	3
Business Administration	1	2	3
General Business	2	1	3
Biological Science	2	0	2
Mechanical Engineering	0	2	2
Education	1	0	1
Military	1	0	1
Electrical Engineering	1	0	1
Psychology	1	0	1
Business Finance	1	0	1
Latin	1	0	1
Anatomy	1	0	1
Civil Engineering	0	1	1

Table 5 should be read in the following manner: 12 of the champion team members chose physical education as their major subject; 3 non-champion team members chose physical education as their major; and 15 Frankfort High School basketball players in general chose physical education as their major subject.

Table 6 shows the number that graduated from college and degrees received. One individual holds three degrees, the Bachelor of Arts, Master of Science, and

Doctor of Philosophy; one holds two degrees, the Bachelor of Arts, and Master of Science; and two have Bachelor of Arts and Bachelor of Laws degrees. The remainder have the Baccalaureate degree. The average number of years of college work taken by those who did attend college, graduates and non-graduates, was 3.27 years.

The individual who has the Doctor of Philosophy degree is a college professor and the others who have degrees have good jobs.

TABLE 6

"HOW MANY RECEIVED DEGREES AND WHAT DEGREES WERE RECEIVED BY THOSE BASKETBALL PLAYERS THAT ATTENDED COLLEGE?"

Degree Received (1)	Champions f (2)	Non- Champions f (3)	F.H.S. Boys in General f (4)
Bachelor of Arts, Master of Science, and Doctor of Philosophy	0	1	1
Bachelor of Science, Master of Science	0	1	1
Bachelor of Science	5	4	9
Bachelor of Arts	3	1	4
Bachelor of Arts, Bachelor of Laws	0	2	2
Master of Arts	0	1	1
Associated Arts	1	0	1
<b>Total</b>	<b>9</b>	<b>10</b>	<b>19</b>

Table 6 indicates the number from each group that received degrees and the degrees that they hold.

As shown in Table 7, of those forty-three who attended college, thirty-six individuals, or 83.72 per cent played college basketball. Approximately 94.74 per cent of the championship group played college basketball, while only 82.61 per cent of the non-champions played basketball in college. However, at the same time, the fact that several did not play college basketball, contradicts the popular belief that many high school players go to college to play basketball, or enter college on the basis of their basketball ability.

TABLE 7

"OF THESE BOYS THAT ATTENDED COLLEGE, WHAT PERCENTAGE PLAYED COLLEGE BASKETBALL?"

Group	Percentage
Frankfort High School Basketball Players	83.73
Champions	94.74
Non-Champions	82.61

In order to indicate the carry over of basketball after graduation from high school, the present hobbies of Frankfort High School varsity basketball players are given in Table 8. Some individuals indicated having as many as four hobbies, while others said they had none. Many different hobbies were named and in this table, "All Sports"



was named twelve times; basketball, twelve times; and golf next, which was mentioned ten times. It is not surprising that basketball leads. However, where "All Sports" was given as an answer, it might and probably does include basketball.

All Sports	Basketball	Golf	Baseball
All Sports	12	12	10
Basketball	12	12	10
Golf	12	12	10
Baseball	12	12	10
Tennis	12	12	10
Swimming	12	12	10
Skiing	12	12	10
Hockey	12	12	10
Football	12	12	10
Collection of Sports	12	12	10
Skiing	12	12	10
Skiing	12	12	10
Skiing	12	12	10
Skiing	12	12	10
Skiing	12	12	10
Skiing	12	12	10
Skiing	12	12	10
Skiing	12	12	10
Skiing	12	12	10
Skiing	12	12	10
Skiing	12	12	10
Skiing	12	12	10
Skiing	12	12	10

Table 6 is used as follows: 1 of the members of the group, 2 of the non-athletic group, and 12 of the members of the group are named as their reply.

As shown in Table 6, four of the group are named four are named. This is 3.33 per cent of the group.

TABLE 8

"WHAT ARE THE HOBBIES OR PASTIMES OF THE  
BOYS THAT PLAYED HIGH SCHOOL BASKETBALL FOR FRANKFORT DURING  
1919-1940?"

Hobby or Pastime (1)	Champions f (2)	Non- Champions f (3)	F.H.S. B.B. Boys in General f (4)
All Sports	6	6	12
Basketball	6	6	12
Golf	4	6	10
Reading	3	5	8
Hunting	2	4	6
Fishing	4	2	6
Bridge	0	3	3
Baseball	0	3	3
Shows	3	0	3
Swimming	0	2	2
Bowling	0	2	2
Football	1	1	2
Collection of Sports			
News	1	0	1
Working	1	0	1
Sailing	1	0	1
Aero. Engineering	0	1	1
Tennis	0	1	1
Photography	0	1	1
Auto Driving	0	1	1
Radio	0	1	1
Music	0	1	1
Mechanical Drawing	0	1	1
Many	0	1	1
None	2	2	4
Not Checked	1	2	3

Table 8 is read as follows: 6 of the champion team members, 6 of the non-championship group, and 12 of the Frankfort High School basketball boys in general have basketball as their hobby.

As shown in Table 9, four of the group of one hundred four are deceased. This is 3.85 per cent of the

total number. One was killed in an automobile accident while attending a university. All four of the deceased were members of championship teams.

TABLE 9

"HOW MANY OF THE 104 INDIVIDUALS BEING INVESTIGATED ARE DECEASED?"

	Champions	Non-Champions	F.H.S. B.E. Boys in Gen- eral
Number Living	39	61	100
Number Deceased	4	0	4
Total	<u>43</u>	<u>61</u>	<u>104</u>

Table 9 shows the number living or deceased in each group.

In an attempt to determine student opinion regarding the value of basketball experience, the following question was asked: "Has playing high school basketball helped you in any way since graduation from high school?" Table 10 contains the statements of these boys, telling how basketball training has helped them since leaving high school. Eighty per cent stated that they had benefitted socially since graduation, while twenty per cent said they had not benefitted from basketball training since leaving high school. Table 10 shows that the most important help was in obtaining employment. Details were not mentioned other than social contacts and friendships formed while a member

of the team. Basketball training also helped many to go to college. The next items in line are such permanent values as sportsmanship, cooperation, friendships, etc.

TABLE 10

"HOW HAS BASKETBALL TRAINING HELPED FRANKFORT BASKETBALL PLAYERS SINCE LEAVING HIGH SCHOOL?"

Champions f (1)	Non- Champions f (2)	F.H.S. B.B. Boys in Gen- eral f (3)	How Helped (4)
6	4	10	Helped obtain employment
4	4	8	Helped to go to college
3	3	6	Sportsmanship
1	3	4	Cooperation
2	1	3	Make friendships
3	0	3	Through experience and psychology
0	3	3	Developed a strong mind and body
3	0	3	Social contacts
1	2	3	Helped physically
1	1	2	Helped in playing ball
0	2	2	Learned self-confidence
0	1	1	Occupied time with bene- ficial interest
0	1	1	Stimulated competitive spirit in all things
0	1	1	Learned to make decisions quickly
0	1	1	Start on road to clean living
0	1	1	Taught to think and act quickly
0	1	1	Helped mentally
0	1	1	Helped morally
0	1	1	Helped materially
0	1	1	Helped to apply oneself
0	1	1	Pleasant memories
0	1	1	Learned perserverance
0	1	1	Provided introduction
0	1	1	Helped secure coaching posi- tion
0	1	1	Gained knowledge through traveling
1	0	1	Helped socially
0	1	1	Helped financially

The above table is read as follows: 6 of the champions, 4 of the non-champions, and 10 of the basketball players in general say that basketball experience helped them obtain employment.

In an attempt to show facts regarding high school scholarship, records of basketball players, the permanent record cards of the 104 basketball players were examined.

As shown in Table 11, nine (9) of the one hundred four (104) did not graduate and that ninety-five (95) did graduate from high school. As to percentage, 8.65% did not graduate and 91.35% did graduate from high school.

TABLE 11

"HOW MANY OF THE 104 VARSITY BASKETBALL PLAYERS GRADUATED FROM HIGH SCHOOL?"

(1)	Number			Percentage		
	Cham- pions (2)	Non- Cham- pions (3)	Basket- ball Boys (4)	Cham- pions (5)	Non- Cham- pions (6)	Basket- ball Boys (7)
Number Graduated	39	56	95	90.6	91.8	91.35
Number did not Graduate	4	5	9	9.3	8.2	8.65
Total	43	61	104	99.9	100.0	100.00

Table 11 shows both numbers and percentages of each group that did or did not graduate from high school.

In Table 12, the one hundred four individuals being studied are divided into thirds, according to class marks. Players are ranked either in the highest one-third, middle one-third, or lowest one-third of their classes in high school. The first column shows the individual's class

standing, the second column shows the number of players in each division, and the last column gives the percentages. Table 12 shows that the largest per cent of Frankfort basketball players were in the middle one-third of their high school classes.

TABLE 12

"WHAT WAS EACH VARSITY BASKETBALL PLAYER'S HIGH SCHOOL CLASS RANKING?"

(1)	Individuals	
	Number (2)	Percentage (3)
Highest one-third	15	14.42
Middle one-third	49	47.11
Lowest one-third	40	37.59
Total	104	

A further comparison of the marks made by this group of basketball players is shown in Table 13, in which the average class marks made by non-basketball boys, basketball boys in general, championship team members, and non-championship team members are compared. Included in this comparison are the one hundred four Frankfort High School basketball players, 550 non-basketball players during the same period, 43 players in the champion group, and 61 in the non-champion group. The average mark of the non-basketball player group is 84.15, while that of the basket-

ball player is 83.76. The champions average class mark is 82.83, while that of the non-champion group is 84.42. There is very little difference in the average class marks of these four different groups.

TABLE 13

"GRADES OF NON-BASKETBALL PLAYERS, BASKETBALL PLAYERS, CHAMPIONS AND NON-CHAMPIONS."

Grades (1)	Non-Basket- ball Boys f (2)	Basket- ball Boys f (3)	Champions f (4)	Non- Champions f (5)
98	1	0	0	0
97	7	0	0	0
96	5	1	1	0
95	9	3	0	3
94	6	4	0	4
93	1	0	0	0
92	8	0	0	0
91	39	4	1	3
90	21	0	0	0
89	13	3	1	2
88	22	4	3	1
87	36	10	4	6
86	21	4	1	3
85	31	8	4	4
84	71	16	5	11
83	53	3	1	2
82	16	5	3	2
81	35	7	3	4
80	54	11	5	6
79	30	8	4	4
78	22	2	2	0
77	42	7	4	3
76	2	1	1	0
75	5	3	0	3
<b>Total</b>	<b>550</b>	<b>104</b>	<b>43</b>	<b>61</b>

M = 84.15      M = 83.76      M = 82.83      M = 84.42

Table 13 shows the number of each group that made the grade or class mark given in the first column.



Table 14 shows that the average number of credits earned per individual was 34.11, which means that these players earned an average of 2.11 credits above the required number of thirty-two credits for graduation from high school.

TABLE 14

"WHAT WAS THE AVERAGE NUMBER OF CREDITS EARNED BY FRANKFORT HIGH SCHOOL BASKETBALL PLAYERS?"

Credits Required for Graduation (1)	Average Credits Earned		
	Basketball Boys in Gen. (2)	Champions (3)	Non-Champions (4)
32	34.11	33.76	34.36

Table 15 shows that these basketball players do not feel obligated to just a few persons for their success. Of those who did name some one or few individuals, it is evident that much deserved credit is given Coach Everett N. Case for his help while these boys were in high school and also after leaving high school. Several did not answer this question, possibly due to the fact that they could not give a definite answer.

TABLE 15

"TO WHOM ARE THE FORMER FRANKFORT BASKETBALL PLAYERS OBLIGATED FOR THEIR SUCCESS?"

To Whom Obligated (1)	Percentage		
	Champions (2)	Non- Champions (3)	Basketball Boys in Gen. (4)
Coach Everett Case	60.0	31.6	46.1
Father	10.0	15.7	12.8
Friends	.0	21.0	10.2
Mother and Father	10.0	5.2	7.6
Former Principal	5.0	5.2	5.1
Wife	5.0	5.2	5.1
Brothers	5.0	5.2	5.1
Wife and Child	.0	5.2	2.5
Immediate Family	.0	5.2	2.5
Ward Lambert (Purdue Coach)	5.0	.0	2.5

Table 15 states the percentage of individuals in each group that feel obligated to the persons named in column one.

Table 16 shows in a very general way the present physical condition of these former basketball players. However, the answers given were based on each individual's own opinion. The physical condition of all was reported good with the exception of two individuals; one reported his physical condition as fair and another reported his physical condition as poor. Not one of the individuals is an inmate of a mental or penal institution. A comparison of basketball players with non-basketball players was not practical due to the difficulty in obtaining the addresses.

TABLE 16

"WHAT IS THE PRESENT PHYSICAL CONDITION OF THIS GROUP OF FORMER FRANKFORT HIGH SCHOOL BASKETBALL PLAYERS?"

Condition (1)	Number		
	Champions (2)	Non- Champions (3)	Basketball Boys in General (4)
Good	33	32	65
Fair	0	1	1
Poor	0	1	1
Total	33	34	67

Of sixty-seven questionnaires returned, thirty-seven of the former athletes stated that they were married and thirty stated that they were single. Thirty gave the age at which they were married. Marrying ages ranged from eighteen to thirty-eight. The ages at which most were married were twenty-one and twenty-two. This is shown in Table 17. The average age of marriage of this group is 24.2 years.

TABLE 17

"AT WHAT AGES DID THESE FORMER FRANKFORT HIGH SCHOOL BASKETBALL PLAYERS MARRY?"

Age (1)	Individuals		
	Champions (2)	Non- Champions (3)	Basketball Boys in Gen. (4)
38	0	1	1
32	0	1	1
29	1	1	2
28	1	2	3
27	1	1	2
26	0	2	2
25	0	1	1
24	1	2	3
22	1	4	5
21	1	4	5
20	1	1	2
19	1	1	2
18	0	1	1
Total	8	22	30

Mean = 24.2 years

## CHAPTER III

### SUMMARY AND CONCLUSIONS

Summary. This investigation was made to determine the present physical, educational, marital, occupational status, and geographical location of a group of athletes after they leave high school. The study carried the spirit of inquiry in the form of a questionnaire which was sent to the individuals of the group selected for investigation. The group of boys chosen for this study were those who played basketball for the Frankfort, Indiana, High School during the years of 1919 to 1940.

The data obtained from the answers to the questions in the questionnaires returned and from high school academic records are shown in the tables in Chapter II (Findings) of this study. From these findings generalizations have been made and they are shown in detail below under conclusions.

Conclusions. The following conclusions are made from the data obtained in this investigation. After each conclusion, statements of specific facts are given which substantiate the conclusion.

QUESTION No. 1. "What are the present occupations of the boys who played basketball in the high school of Frankfort, Indiana, during the period 1919-1940?"

1. Of men in general, 37.8 per cent are engaged in the manufacturing and mechanical industries. Of this group of basketball players, 33.93 per cent are engaged in manufacturing and mechanical industries.
2. According to this group, basketball players do not choose agriculture, forestry and fishing, or extraction of minerals as occupations. None of these boys are in the above named occupations. The location of Frankfort, Indiana would naturally have a bearing on this.
3. Thirty-five different kinds of work were named by this group indicating basketball players are not different from other groups in that they choose a variety of occupations rather than any certain one or a few.
4. Very few of these individuals choose basketball as a profession. Only three individuals are now playing professional basketball in addition to their regular work.
5. More of these players are entered in business than in the professions. It usually takes more time

and preparation in preparation for a profession. As a group, there is a small percentage in the professional fields.

QUESTION No. 2. "In what cities and states are the former Frankfort High School basketball players living?"

1. Almost one-half of these men still live in or near Frankfort, Indiana. Forty-five per cent of them are living there.
2. Twenty-one of these basketball players are living in other states. Table 2 shows that these men live in thirty-eight cities and in fourteen different states from coast to coast.
3. Most of the cities named as the homes of these basketball players are as large as or have a greater population than Frankfort, Indiana, where they attended high school. This perhaps helps to account for so many having entered the manufacturing and mechanical industries.

ITEM No. 3.

1. A higher than average per cent of Frankfort High School basketball players attended college. From the questionnaires returned, 63.23 per cent attended college. This is a much higher percentage than for boys in general, which is 37.2 per cent.

QUESTION No. 4. "What percentage of Frankfort High School basketball players have attended each institution of higher learning?"

1. Very few attended more than one institution of higher learning. Only six of this group attended more than one college.
2. More went to school at Purdue than to any other college. The percentage attending that institution was 20.4. A reason for this might be due to the fact that Lafayette is only twenty-five miles from Frankfort.
3. Many different colleges were attended by individuals in the group being studied. Twenty-one colleges have had representatives from this group. Seven "Big Ten" schools are in this list.
4. Indiana colleges have received the largest number of Frankfort players as students. Of those individuals attending college, 53.04 per cent have attended Indiana institutions.

QUESTION No. 5. "What were the major subjects studied by the Frankfort High School varsity basketball players who attended college?"

1. Several different subjects were chosen as majors. Twenty-one major subjects were named in the replies



to the questionnaires.

2. Physical education ranks highest in the list of major subjects. English, history, and economics rank near physical education.
3. Basketball players do not let basketball alone determine their choice of major subjects. Many subjects, far removed from physical education, were chosen as major subject fields by this group.

QUESTION No. 6. "How many received degrees and what degrees were received by those basketball players that attended college?"

1. The Bachelor of Arts and Bachelor of Science degrees are the most common. Nine received Bachelor of Science and four received Bachelor of Arts degrees. Two have both the Bachelor of Arts and Bachelor of Laws degrees.
2. Few get advanced degrees. One individual has a Bachelor of Arts, Master of Science, and Doctor of Philosophy, and one individual holds a Bachelor of Science and Master of Science. The remainder have one degree.
3. About half of those attending college have received degrees. Nineteen of the 104 individuals have received degrees. Ten are students at the present

time.

QUESTION No. 7. "Of these boys that played high school basketball, what percentage played college basketball?"

1. A high percentage of high school basketball players play college basketball when they go to college. 83.72 per cent of those who went to college played basketball as students.
2. All of those who go to college do not go for the sole purpose of playing basketball. Of those who attended college, 16.26 per cent did not play college basketball. It is shown in Table 10 that some entered college because of their basketball ability.
3. Almost all of the members of the championship teams that attended college, played basketball while in college. Of this group 94.74 per cent played college basketball.

QUESTION No. 8. "What are the hobbies or pastimes of the boys that played high school basketball for Frankfort during 1919-1940?"

1. Basketball players have many hobbies. Twenty-two hobbies are named in Table 8.
2. Basketball players do not lose interest in basketball after graduation from high school. Basket-

ball shows a high frequency as compared to other hobbies.

3. Many individuals have more than one hobby or pas-time. Several named as many as four or five.

QUESTION No. 9. "How many of the 104 individuals being investigated are deceased?"

1. A low mortality rate exists among Frankfort basketball players. Only four of the 104 are not living. One of these was killed in an automobile accident while a university student.

QUESTION No. 10. "How has basketball training helped Frankfort basketball players since leaving high school?"

1. The fact that one has played high school basketball does help one in obtaining employment and in attending college. These two items rank at the top of the list in Table 10.
2. Values received in participation of basketball are a guiding force in later life. Values named in Table 10 are those that are lasting.
3. Basketball training helps in a variety of ways. Twenty-seven different ways were named in the replies received to the questionnaires.

QUESTION No. 11. "How many of the 104 varsity basketball players graduated from high school?"

1. A very high percentage of basketball players graduate from high school. The per cent graduated from Frankfort High School was 91.35.
2. All players who make good class marks graduate from high school. Of those who had high marks, all graduated.
3. Those who drop out of school or do not graduate, make the poorest class marks. Those who did not graduate from Frankfort High School had poor class marks.

QUESTION No. 12. "What was each varsity basketball player's high school class ranking?"

1. Most high school basketball players make class marks that are average or better. Forty-nine of the 104, or 47.11 per cent were in the middle one-third of their own classes in Frankfort High School. Fifteen individuals were in the upper one-third and 40 individuals were in the lower one-third of their classes.
2. These basketball players were good citizens in school. All made high citizenship grades. According to the permanent record cards, all made a

grade of "C" or above.

ITEM No. 13.

1. The difference between the mean grades of basketball players and non-basketball players is not significant. As shown in Table 13, the average class mark of the 104 basketball players was 83.76 as compared to 84.15 which was the average mark of 550 non-basketball players attending the same school during this period from 1919-1940. Although the difference is not significant, it tends to cause one to conclude that basketball players make slightly lower grades than do non-basketball players.

QUESTION No. 14. "What was the average number of credits earned by Frankfort High School basketball players?"

1. Athletes earn more credits than the minimum number required for graduation. The group being studied averaged 2.11 credits more than the number required for graduation.

QUESTION No. 15. "To whom are the former Frankfort basketball players obligated for their success?"

1. Coaches do much in the preparation for future life of high school basketball boys. Sixty per cent

of these Frankfort boys feel obligated to their high school coach for what he taught them through their basketball experience and for helping them to get jobs or to go to college.

2. Home environment still must be placed high as a criterion for success. The immediate family, other relatives, and friends are mentioned in Table 15 as people to whom these players are obligated.
3. It is difficult to succeed without some encouragement from relatives and friends.

QUESTION No. 16. "What is the present physical condition of this group of former Frankfort High School basketball players?"

1. Participation in basketball is a physical asset for future life according to the opinions of the group being studied. As shown in Table 16, only two individuals reported their physical condition not good.
2. No mental defects result from basketball training. None of the 104 individuals are inmates of a mental or penal institution.

QUESTION No. 17. "At what ages did these former Frankfort High School basketball players marry?"

1. Of those individuals that play basketball, more marry when they have been out of high school three or four years than at any other time. Table 17 shows that of the thirty individuals that stated when they were married, more were married at the ages of twenty-one and twenty-two than at any other age.

The following general conclusions as to the value of basketball may be made from the facts found in this study:

According to the opinions of the group, basketball helps boys to be strong physically and mentally. It enables them to secure useful employment after graduation. Basketball also helps boys to become socialized and causes them to keep an interest in school activities after leaving high school. Certain traits learned from basketball training help to determine the success of individuals. According to the small percentage that did not graduate, interest in basketball serves as an incentive in keeping many boys in school and causes them to make better class marks. Any activity that can do these things for an individual is not a waste of time, but it is an asset.

In answering the general problem and in making a summary of what has been found, I would say that basketball

training and experience while in high school does transfer to actual life situations. These individuals are well physically and mentally and the mortality rate is very low. Their residences are widely scattered; however, their occupations show a slight difference from men in general. More of them have furthered their schooling than do men in general. A high percentage continued their basketball training because it helped them in various ways. These former players still appreciate what their coach has done for them. Basketball experience has given most of this group an added opportunity for social adjustment.



## APPENDIX

I. The following questionnaire was used in this study:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 (Name) (Street) (City) (State)

Year graduated from high school \_\_\_\_\_

State your present vocation or occupation \_\_\_\_\_

Where are you employed? \_\_\_\_\_

What other jobs have you held since graduation from high school? List in order obtained.

Favorite hobby or pastime \_\_\_\_\_

Are you married? Yes ( ) No ( )

If married, state age when married \_\_\_\_\_

Number of children. Boys \_\_\_\_\_. Girls \_\_\_\_\_.

Present physical condition. Good ( ) Average ( ) Poor ( )

Do you own ( ) or rent ( ) your home?

Have you attended college? Yes ( ) No ( )

Where? \_\_\_\_\_ Number of years in college \_\_\_\_\_

Name major subjects in college \_\_\_\_\_

Did you graduate from college? Yes ( ) No ( )

Degrees received \_\_\_\_\_

Did you play basketball in college? Yes ( ) No ( )

Are you right handed ( ), left handed ( ), ambidextrous ( )

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Has playing high school basketball helped you in any way since graduation from high school? Yes ( ) No ( ).  
If so, how?

Is there any one person to whom you feel obligated for your success? Yes ( ) No ( )? If so give his or her position or relation to you.

Comment:

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