

A COMPARISON OF GRADE POINT AVERAGES IN THE REQUIRED AND
ELECTIVE COURSES OF SENIOR VARSITY BASKETBALL
LETTERMEN IN CLASS C OKLAHOMA
PANHANDLE HIGH SCHOOLS

A Thesis
Presented to
the Faculty of the Department of Physical Education
Kansas State Teachers College of Emporia

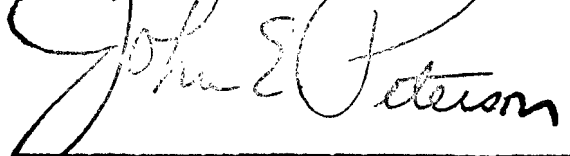
In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
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August, 1973

Thick
1988
2



Approved for the Major Department



Approved for the Graduate Council

3425501

ACKNOWLEDGMENTS

I wish to express my deepest appreciation and sincerest thanks to Dr. George C. Milton for his invaluable help, advice, and patience in helping me to complete this particular study and the writing of this paper.

I wish to express this same appreciation and thanks to Dr. Ray Heath for his help and advice with the statistical portion of this paper.

A special thank you goes to my wife, Josey, who willingly and patiently typed so many, many hours in order that this paper might be presented in its completed and final form.

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Chapter 1

INTRODUCTION

Interscholastic athletics has been an area of the educational system which has experienced a great deal of dispute and disagreement. Critics have questioned the educational worth of the interscholastic athletic program. Many and varied have been the controversies and charges or accusations that have been aimed at this part of the educational program.

One accusation has been that the cost of the athletic program was too high or the dollar for dollar return in positive and worthwhile educational values had been far too small in terms of dollars spent. As a result, athletics have been eliminated from certain junior and senior high schools.¹ Other accusations were that athletics had taken too much of a student's time, energy, and concentration,² teachers had been asked to give up valuable classroom time for pep assemblies and related activities,³ and interscholastic athletics had lost their perspective in that sportsmanship and the spirit of cooperation were gone.⁴

¹"Penney-Wise," Sports Illustrated, 26, (March 13, 1967), p. 14.

²Walter E. Schafer and J. Michael Armer. "Athletes Are Not Inferior Students," Trans-Action, 6, (November, 1968), p. 21.

³John J. Pietrofesa and Al Rosen. "Interscholastic Sports: Misdirected? Misguided? Misnomer?" Clearing House, 43, (November, 1968), p. 169.

⁴Ibid., p. 165.

Overemphasis of athletics was criticized in such areas as too much pressure put on winning, varsity sports conducted at the expense or detriment of a good intramural program, and varsity sports which had not proved to be beneficial to the participants as they got older were other accusations. The interscholastic athletic program was also accused of having been more entertainment than educational with little regard or consideration given to the health of the participants.⁵ Parents were faulted in that they had "pushed" their offspring into competition with little or no regard as to the child's ability to compete or maturation level.⁶

A controversy which seemingly also involved a number of critics of the interscholastic athletic program was that of athlete eligibility. Educators were accused, at times, of "bending" the rules of eligibility by "giving" the athletes their grades and thereby the athlete remained eligible for competition. Related accusations were that educators often manipulated athletes, because of their potential student leadership, by giving them good marks, favors, or programs and thereby hoped to control the student body.⁷ Educators along with these concessions, however, tended to overlook the misconduct and poor behavior of the athlete. "Such practices are condemned for athletics, as they are for other programs."⁸

⁵Ibid., p. 169.

⁶Ralph Bugg. "Should Johnny (or Johnnie) Play Ball?" Today's Health, 48, (September, 1970), p. 58.

⁷Pietrofesa and Rosen, op. cit., p. 165.

⁸Larry J. Weber. "Inequities in Athletics," Clearing House, 45, (November, 1970), p. 180.

Athletes, on the other hand, were accused of selecting those courses from those educators who "bent" the rules of eligibility so that they remained eligible for competition. Athletes were also accused of selecting so-called "snap" courses in order to remain eligible for competition. While this was possibly more of a controversy on the college level than on the high school level, high school athletes were not entirely immune from the same type of criticism. In their four years of high school, athletes must have satisfactorily completed certain required courses for graduation as set forth by their state's education department. During these four years the high school athlete selected a goodly number of elective courses, courses which he chose to take, that counted toward his high school diploma. It was within the group of elective courses that critics placed the so-called "snap" courses which athletes supposedly selected in order for them to remain eligible for competition.

THE PROBLEM

Statement of the Problem

Would the grade point average difference, if any, that existed between the required courses for graduation as compared to the elective courses selected for high school graduation by senior varsity basketball lettermen in the class C public high schools of the Oklahoma Panhandle be significant?

Statement of the Hypothesis

The senior varsity basketball lettermen in the class C public high schools of the Oklahoma Panhandle will not have a significant difference between the grade point average of the elective courses

selected for high school graduation when compared to the grade point average of the required courses required for high school graduation.

Purpose of the Study

It was the primary purpose of this study to determine whether or not there was a significant difference, if any, between the senior varsity basketball letterman's grade point average of the required courses for graduation as compared to the grade point average of the elective courses selected by the senior varsity basketball letterman which counted toward graduation. This information has aided in the better understanding of the letterman scholastically as well as some of the criticism that he and the interscholastic athletic program have received from critics.

DEFINITIONS OF TERMS

There were certain terms used in this study that needed to be defined to assure clarity of thought throughout the study.

Oklahoma Panhandle

The term Oklahoma Panhandle referred to the three rectangular counties of Cimarron, Texas, and Beaver located in the extreme northwestern part of the state of Oklahoma.

Class C High School

The term class C high school certified that the high school was in an athletic bracket in which the enrollment was ninety-nine or less in high school. This standard was set by the Oklahoma Secondary School Activities Association.

Senior Varsity Basketball Letterman

The term senior varsity basketball letterman referred to any male who was a senior and received his high school's athletic letter, certificate, or monogram award for his part in representing his high school in interscholastic basketball competition.

Required Courses

The term required courses referred to the following seven and one-half course units required of all students who attended an Oklahoma high school before they were allowed to graduate: English, four units (one of which may have been either speech or English literature substituted for English IV); American history, one unit; mathematics, one unit; science, one unit; and Oklahoma history, one-half unit.

Elective Courses

The term elective courses referred to any other high school course offered as credit of the remaining ten and one-half units necessary for graduation from an Oklahoma public high school.

Extra-curricular Activities

The term extra-curricular activities as indicated in related research was synonymous with athletic activities or contests for the purpose of this study.

Interscholastic Athletics

The term interscholastic athletics referred to any sport contests which were contested between two opposing high school teams. For purposes of the study interscholastic athletics referred to the interscholastic sport of basketball.

Athlete

The term athlete was defined as a boy who had completed at least one full season in some interscholastic sport, either varsity or junior varsity.⁹

Matched Non-athlete

The term matched non-athlete was defined as a boy who did not participate in any interscholastic athletics but his intelligence test-scores, father's occupation, curriculum, and grade point average for the final semester of junior high school were identical to the athlete with whom he was matched.¹⁰

LIMITATIONS OF THE STUDY

The study was limited to the 1966-67 graduating senior varsity basketball lettermen and included their four years of high school work in their particular class C high school in the Oklahoma Panhandle.

The study was limited to male senior varsity lettermen who completed all four years of their high school work in the same high school in which they enrolled as freshmen.

The study was limited to male senior varsity lettermen in basketball only because this was the only sport in which all eleven schools fielded an interscholastic team.

For purposes of the study, socio-economic background, interests, motivation, teacher differences, differences in grading, differences in

⁹Schafer and Armer, op. cit., p. 22.

¹⁰Ibid., p. 22.

type of electives, differences in determining the various school's varsity lettermen, differences within the eleven school systems as to time available for individualized attention, intelligence, and numerous other influences that undoubtedly played some part in the grades which senior varsity basketball lettermen received were not considered.

Only those courses which were given a letter grade or grades on the male senior varsity letterman's permanent, cumulative grade record on file at his particular high school were used in the determination of a grade point average for his required courses for graduation and a grade point average for the elective courses that he selected for graduation during his four years of high school.

The study was limited to the eleven class C public high schools located in the three rectangular counties of Cimarron, Texas, and Beaver County. These counties were located in the extreme northwestern part of the state of Oklahoma and comprized what was known as the Oklahoma Panhandle.

Class C public high schools had an enrollment of ninety-nine students or less. Seven of the eleven high schools in this study had an enrollment of less than fifty students. The other four had an enrollment of more than fifty but less than seventy students. Because enrollments were small and a large staff of qualified personnel to teach a great variety of subjects was not feasible, elective courses were at a minimum. This limited the number and type of elective courses which were available to the lettermen.

Chapter 2

REVIEW OF RELATED LITERATURE

Controversy, dispute, and disagreement seem to have been a part of the interscholastic athletic scene. This part of the educational program has had both "friend" and "foe." In the review of related literature, Part I dealt with The Relationship of Athletics to Education in General. Part II dealt particularly with The Relationship of Interscholastic Athletics as it Pertained to the Scholastic Standing of the Athlete.

THE RELATIONSHIP OF INTERSCHOLASTIC ATHLETICS TO EDUCATION IN GENERAL

Critics as well as educators have, at times, questioned whether or not interscholastic athletics have any worth or value as a part of our educational program. Some critics believed that interscholastic athletics were overemphasized, demanded too much time or were a waste of time and money, distracted from the central academic objectives of the school and thus have very little or possibly nothing to offer to the educational program.

Quite often it appeared that these accusations were based mostly upon the feelings of the critics with little real evidence or research to indicate that the accusations were an actual reality. Schafer and Armer stated: "The evidence so far accumulated that might shed light

on these claims is sparse.^{#1} From their own studies and research of schools and their athletic programs, and the effects which the athletic programs had on schoolwork, Schafer and Armer concluded: ". . . schools that emphasize athletics do not necessarily do so at the expense of learning; the two may actually rise or fall together."²

Some individuals believed that interscholastic athletics were of value to the educational program and deserved a rightful and proper place in the educational complex. Lampe stated it this way:

"Because a physical education and athletic program has too many values to be scorned, skimmed, or starved, we cannot afford one that operates on a rainy-day, haphazard basis."³ Lampe continued: "Physical education and athletic programs are good for, and good to our youngsters."⁴ Lampe further stated: "To prepare children physically, socially, and psychologically for the strenuous future they face, schools must provide an excellent athletic as well as academic program."⁵

Lampe concluded when he quoted Dr. Edward Greenwood, a staff member of the Menninger Foundation, who had said bluntly: ". . . children who don't learn how to play some life time sport aren't fully educated."⁶ Weber stated it in this manner:

¹Walter E. Schafer and J. Michael Armer. "Athletes Are Not Inferior Students," Trans-Action, 6, (November, 1968), p. 21.

²Ibid., p. 23.

³John M. Lampe. "Look-in at the Athletic Program," The PTA Magazine, 64, (October, 1969), p. 7.

⁴Ibid., p. 8.

⁵Ibid., p. 7.

⁶Ibid., p. 6.

All students have the right to be educated in those areas in which they are competent and from which they derive benefit. . . . the American educational system should do all it can to implement this principle.⁷

Weber continued: "for some students the prime educational benefit derived from school is as a result of their participation in athletics."⁸ One of the problems with this, however, was that students usually had to pass a certain number of courses in order for them to remain eligible for competition. "Possibly the most common violation of athletic programs which prevent students from participating is the grade requirement."⁹ To deny participation to students who do not have the ability to succeed or profit from academic programs was unfair as Weber inferred when he stated: "The practice of establishing an academic criterion as a condition of participation in athletic programs . . . can be criticized as undemocratic . . ."¹⁰ Weber did not believe that students, who were not motivated in one area, should be squelched in an area where they were motivated. Instead of now having only one problem, there were two. The argument often voiced that to restrict or not to allow students to participate in athletics when their grades were poor provided the student with an impetus to work harder so as to remain eligible for competition. As such, athletics was to be a motivating force for students to make good grades or at least grades that were good enough for them to remain

⁷Larry J. Weber. "Inequities in Athletics," Clearing House, 45, (November, 1970), p. 177.

⁸Ibid., p. 177.

⁹Ibid., p. 177.

¹⁰Ibid., p. 178.

eligible for competition.¹¹ But here again Weber had some doubts as to whether or not this was really fair to the individual.

Overemphasis was one of the criticisms which confronted the interscholastic athletic program. Schafer and Armer expressed their ideas on this criticism as such:

To many observers, it has become a self-evident article of faith that athletics is overemphasized in our high schools, and that the effect of athletics is overall, bad. One of the difficulties with this belief, however, is that it is based on very little research. And studies that my colleagues and I have conducted strongly indicate that this belief is, in most respects, probably untrue. Not only does participation in sports generally seem to have little or no effect on a student's scholarship, but it seems to actually help certain students academically—especially those students from the poor and disadvantaged groups that have the most trouble in school.¹²

What about overemphasis on athletics by parents? Most parents when asked on a questionnaire if they were given a choice as to what they preferred from their child, a "brilliant student," "athletic star," "leader of activities" (for girls), or "most popular," chose "brilliant student," which suggested that parents valued scholarship far more highly than athletics. To make it even more interesting "brilliant student" was chosen by more than 3/4 of the parents of boys and over 1/2 of the parents of the girls.¹³

Weber made an interesting related observation regarding the over-emphasis of interscholastic athletics. In many areas, school teams were not permitted to engage in athletic activities except during the periods

¹¹Ibid., p. 177.

¹²Schafer and Armer, op, cit., p. 21.

¹³James S. Coleman. The Adolescent Society, (New York: The Free Press of Glencoe, Inc., 1961), pp. 32-34.

specified or "in season." Proponents of this restriction argued that it allowed for program equality among schools in a state by preventing teams from engaging in athletic activities at unauthorized times and it prevented overemphasis of sports. Weber didn't agree and stated,

The refusal to allow a student to be educated in sports, except during specified periods of the year, is analogous to denying a student instruction in academic areas except during specified times.¹⁴

Probably most individuals would have agreed that the latter example was absurd but failure to develop an individual's talent in athletics was similarly foolish.

The belief that it is essential or desirable to maintain the equality of athletic programs among schools in a state is invalid and unjustified. In no other educational program in high school are such restrictions made.¹⁵

Schools varied in academic excellence but there has been no attempt made in these areas to guarantee education that was uniform. The same principle should be applied in athletics. The more skills and abilities that a student has developed in school, the better he or she would hopefully be able to cope with their environment after they have left school. Weber concluded,

The imposition of time restriction on athletic programs is not compatible with the philosophy of democratic education. . . . the point that the proponents of academic standards for participation in athletic programs fail to take into account is that restriction from participation in athletics or other educational programs, stifles the effectiveness of the school's educational offerings by preventing students from obtaining an education to which they have a right.¹⁶

¹⁴Weber, op. cit., p. 179.

¹⁵Ibid., p. 180.

¹⁶Ibid., p. 178.

What about the problem of school drop-outs? How did the athletes fair in this area? Critics charged that individuals who participated in interscholastic athletics experienced a higher drop-out rate than did the non-athletes. Therefore, if interscholastic athletics were restricted to a greater extent than what they have been today or possibly even eliminated, the drop-out problem would be less than what it has been today. Not everyone agreed with this theory, however. Schafer and Armer quoted Coleman as having suggested: ". . . if it were not for interscholastic athletics . . . the rate of dropout might be far worse . . ."17 Schafer and Armer, sociologists at the University of Oregon, have done some research in this area. According to their findings, taken from a study completed in two large high schools in the Midwest which had a total school enrollment of 3,837 students, a total male population of 585 students and of the 585 male students, 164 were classified as athletes, Schafer and Armer indicated thus: "Whereas 9.2 percent of the matched nonathletes dropped out of school before graduating, less than one-fourth as many (2.0 percent) of the athletes failed to finish."18 These figures did not include boys who transferred to another school. Schafer and Armer concluded: "Whatever the reasons, it is clear that participation in athletics exerts a holding influence over some boys who might have otherwise dropped out."19

To what extent did interscholastic athletics "cause" higher educational expectations among the athletes or did interscholastic

17Schafer and Armer, op. cit., p. 26.

18Ibid., p. 26.

19Ibid., p. 26.

athletics interfere with this educational goal as some critics believed? A review of the study and findings of Schafer and Armer on this question indicated: ". . . athletics fosters rather than interferes with the educational goal of sending a maximum number of youth to college."²⁰

In the area of social adjustments which may have included the sociological as well as the psychological aspects of the individual, how did the athletes compare to the non-athletes? Were the athletes more maladjusted, as some critics believed, than their non-athlete counterpart?

Carmen, Zerman, and Blaine have made some interesting discoveries concerning the use of psychiatric services by athletes and non-athletes in this regard. They discovered the following:

A survey of 106 athletes known over a five-year period to the Psychiatric Service (at Harvard University) revealed that they (athletes) used the facilities of the service less frequently than non-athletes.²¹

If the athlete came for help, they noted his greatest problem area was with his studies. They stated, "The largest single problem area of the athletes was difficulty with studies."²² This seemed to indicate that the athlete generally is not the maladjusted individual that some critics "painted" him to be.

²⁰Ibid., p. 61.

²¹Lida R. Carmen, Joseph L. Zerman, and Graham B. Blaine. "Use of the Harvard Psychiatric Service by Athletes and Non-Athletes," Mental Hygiene, 52, (January, 1968), p. 137.

²²Ibid., p. 137.

THE RELATIONSHIP OF INTERSCHOLASTIC ATHLETICS
AS IT PERTAINS TO THE SCHOLASTIC STANDING
OF THE ATHLETE

Charges of adverse effects through athletic participation upon scholastic standing have been made.

In the Amherst College study, 1,692 "different" non-athletes were used as compared to 318 "different" athletes. The athletes did not fair as well scholastically in the Amherst study as did the non-athletes. The non-athletes exceeded the athletes in scholarship by 4 percent as Phillips indicated when he stated, "The averages for the whole period (eighteen years) are: of non-athletes 74.4 percent, and of athletes 70.4 percent, a difference of four percent."²³ This difference was considered to be negligible, however. It was of noted interest that, ". . . in the whole eighteen years, the average of athletes rises above that of non-athletes but once, and that once after the scholarship rules for athletes were made and enforced in 1896."²⁴ The findings of this first study were not too encouraging to those who believed that athletes were as strong scholastically as the non-athlete but possibly they were encouraged somewhat when Phillips stated: ". . . the great athletes, who stand head and shoulders above their team mates, will generally be found to be great scholars also."²⁵

²³Paul G. Phillips. "Competitive Athletics and Scholarship," Science, 27, (April 3, 1908), p. 549.

²⁴Ibid., p. 549.

²⁵Ibid., p. 550.

During the thirty years which followed the first 1903 study at Amherst College, over forty similar studies have been pursued in the secondary schools, colleges, and universities. These studies have resulted in conflicting findings or results regarding the scholarship ability of the athlete as compared to the non-athlete. In a résumé of studies which compared scholarship abilities of athletes and non-athletes, Davis and Cooper listed forty-one such studies. Ten of these studies were conducted in high schools and the remaining thirty-one were conducted in colleges and universities.²⁶ Nine of the following studies were included in the Davis and Cooper résumé of forty-one studies. However, all nine of the original studies were referred to in obtaining the original results regarding the scholastic ability of the athletes as compared to the non-athletes.

Possibly, the question has been raised as to why there were conflicting findings in these forty-one studies of the following thirty years which followed the first study at Amherst College in 1903. Davis and Cooper offered the following in their general conclusions when they stated:

The reader is disappointed if he expected to find a substantial number of final conclusions from these studies which have been conducted in over two hundred institutions over a period of thirty years. It is not surprising that the results are conflicting . . . because of the wide differences in the time devoted to each of the studies; the lack of similarity in procedures, the divergence in the type of tools used in securing the data; and, because of the wide variations in the kind and size of the groups studied by the different investigators.²⁷

²⁶Elwood C. Davis and John A. Cooper. "Athletic Ability and Scholarship," Research Quarterly, 5, (December, 1934), p. 68.

²⁷Ibid., p. 76.

Added to this group were reasons such as:

. . . a lack of agreement upon the definition of "athlete" and "non-athlete"; disagreement over the validity of the tools used to measure "scholastic ability," the unequal number of cases in the two groups in many studies; and, charges and counter charges of bias.²⁸

All these were reasons as to why a substantial number of final conclusions could not be drawn from these studies.

From their résumé, Davis and Cooper concluded:

. . . it does appear that in most cases the non-athlete performs slightly better school work than the athlete, although the differences are of no statistical significance. The advantage seems to be in favor of the athlete graduating with his class, and the chances are greater that he will not drop out of school. It is significant to both the educator and the athletic coach that the athletes make better grades after the sport season ends. It is a question whether or not the athlete would rank considerably higher than the non-athlete if he were motivated to raise the quality of his work during the sport season to the level of the post-season period.²⁹

One of the most common points of attack against organized athletics ". . . is that the athletes themselves are poor students as compared with the non-athletes. Such statements have led to aroused emotions, spirited debate, and some productive controversy."³⁰ "Moreover, studies by . . . researchers have showed that athletes tend, if anything, to have better grades than the average student."³¹ Much of the work conducted in the area of athletic ability and scholarship compared the grades of athletes to those of non-athletes. A study conducted by Worcester at Kansas State Teachers College of Emporia in 1923

²⁸Ibid., p. 68.

²⁹Ibid., p. 76.

³⁰Ibid., p. 68.

³¹Schafer and Armer, op. cit., p. 23.

used forty athletes and 195 non-athletes as subjects. This study indicated the following: Those engaging in athletics had a higher scholastic average than the average of all men students.³²

Hutchinson stated in his study of athletic scholarship at Cornell College that "further evidence is needed before we can dogmatically say that the college athlete is a poorer or better student than his non-athlete brother."³³ He discovered that any differences in scholarship between athletes and non-athletes were so small that the differences were negligible. In certain sports participants received lower grades than in others but there was no assurance that the same results would take place in some other college.³⁴

He also stated, "Athletes do not dodge the hard courses as much as the non-athletes do."³⁵ His findings also indicated that there was very little difference in the percentage of athletes and non-athletes who received C's or D's in the popular courses.³⁶

Hindman in a study at Ohio State University stated that there was no direct indication that athletes secured better grades than non-athletes. He indicated that on the other hand, there was no support for

³²D. A. Worcester. "Effect of Outside Work upon Scholarship," School and Society, 18, (December, 1923), p. 780.

³³Mark E. Hutchinson. "College Athletics and Scholarships," School and Society, 29, (February, 1929), p. 152.

³⁴Ibid., p. 152.

³⁵Ibid., p. 152.

³⁶Ibid., p. 152.

the one who attacked intercollegiate athletics as an enemy of the scholarship of athletes.³⁷

DiGiovanna indicated that the idea which at times persisted that athletes have a strong back but a weak mind was slowly being broken down. He stated, "Those who actually know the situation say that the pendulum is swinging the other way. Athletes may have more or be just as intelligent as non-athletes."³⁸ Schafer and Armer in their studies and research in Midwestern high schools indicated that: "In two Midwestern high schools, the athletes had obtained higher grade point averages than non-athletes."³⁹ Schafer and Armer continued their study and research in Midwestern high schools, and concluded that, "the average G. P. A.'s of athletes is always higher than that of their matched nonathletes."⁴⁰

Beau in his study of high school athletes and non-athletes in Illinois stated that an educator opposed to athletics in high school often selected an isolated case where the student was a wonderful athlete and a typical "bonehead." Immediately all students interested in athletics were placed in the same category. He wrote:

Many high schools and universities have kept accurate records of their students and have found over a period of

³⁷Darwin A. Hindman. "Athletics and Scholarship at the Ohio State University," School and Society, 30, (July, 1929), p. 96.

³⁸Vincent G. DiGiovanna. "A Comparison of the Intelligence and Athletic Ability of College Men," Research Quarterly, 8, (October, 1937), p. 96.

³⁹Schafer and Armer, op. cit., p. 21.

⁴⁰Ibid., p. 25.

years that there is practically no difference between the two types of students.⁴¹

Beau further stated:

The conclusion was drawn that the athletes have equally as much native and acquired intelligence as the non-athletes . . . It is proven in every phrase of the study of the problem, that the athletes have equally as good mental ability as the non-athletes; but do not make use of this ability to its greatest extent.⁴²

In a study of high school boys in Indiana, Hull stated, ". . . boy non-athletes made higher averages in every subject except mathematics."⁴³ He further contended that boys who played basketball made better grades during the time that they were not competing.⁴⁴

Hull also stated, "The non-athletes did better school work than the athletes. However, the athletes worked more in accordance with their capacities than the non-athletes."⁴⁵

The findings of Hull⁴⁶ and Beau⁴⁷ conflicted to a certain degree as to whether or not athletes worked more nearly to their capacity than non-athletes. Either or both of the findings may have been valid in the particular situation.

⁴¹F. A. Beau. "The Mental Ability of Athletes in Comparison with Non-Athletes in High School," American School Board Journal, 73, (August, 1926), p. 45.

⁴²Ibid., p. 155.

⁴³J. D. Hull. "A Comparison of the Grades of Athletes and Non-Athletes," American School Board Journal, 69, (August, 1924), p. 44.

⁴⁴Ibid., p. 44.

⁴⁵Ibid., p. 107.

⁴⁶Ibid., p. 107.

⁴⁷Beau, op. cit., p. 155.

Swanson studied the scholarship of athletes in the Kansas City High Schools. He concluded:

The median marks of all groups of participants are almost uniformly higher than those of the non-participants. This, no doubt, is due in part to the scholastic requirements for participation. This does not, however, affect the results to as great a degree as one might assume.⁴⁸

Swanson further indicated that there was little evidence that participation in extra-curricular activities affected scholarship. He stated:

The mean marks of the participants before participation correlate with their mean marks during participation to a slightly greater degree than do the mean marks of the non-participants for corresponding periods.⁴⁹

Cook and Thompson studied athletes, their scholarship achievement, and courses selected in Hughes High School of Cincinnati. They stated, "Athletes are not, in the Hughes High School at least, inclined to choose the industrial course or the commercial course and to shun academic subjects as has often been suspected."⁵⁰

Cook and Thompson indicated that there was much speculation and some study as to whether different branches of athletics attracted different levels of pupil ability. They took the view:

Basketball, with its premium on quick thinking and fine individual and collective adjustment, stands high in the list

⁴⁸A. M. Swanson. "Effect on High School Scholarship of Pupil Participation in Extra-Curricular Activities," School Review, 32, (October, 1924), p. 624.

⁴⁹Ibid., p. 625.

⁵⁰William A. Cook and Mabel Thompson. "Comparison of Letter Boys and Non-Letter Boys in a City High School," School Review, 36, (May, 1928), p. 356.

[selected by individuals with average scholarship ability] despite grueling training it entails.⁵¹

Cook and Thompson concluded, "On the whole there seems to be no justification for the assumption that letter boys are naturally much different in ability from other high-school boys."⁵² They indicated that if an athlete was slower than the non-athlete, it possibly may have been due to the effect that the drain of time and energy from an athlete was such that this could be expected.⁵³ Schafer and Armer in their research and study of athletes in Midwestern high schools stated thus: "Not even participation in a time consuming sport like football seems to hurt athlete's grades."⁵⁴ They continued,

According to the prediction, playing football or basketball would hurt a student's grades more than playing in minor sports, such as track, swimming, wrestling, and gymnastics, in which the rewards, efforts, and competition might be less. . . . while participants in the two major sports have somewhat lower average G. P. A.'s than participants in minor sports, those in major sports exceed their matches to a greater extent than those in minor sports do. Therefore, the prediction does not hold up.⁵⁵

Along with these findings Schafer and Armer also discovered the following about the effects of the amount of participation in sports. They discovered that: "The more the athletes participated in sports, the greater the positive gap between their grades and those of their matched nonathletes."⁵⁶ Other related findings were that:

⁵¹Ibid., p. 357.

⁵²Ibid., p. 358.

⁵³Ibid., p. 358.

⁵⁴Schafer and Armer, op. cit., p. 23.

⁵⁵Ibid., p. 24.

⁵⁶Ibid., p. 24.

The difference between the grades of the less-active athletes and their matches was .03. Between more-active athletes and their matches, the difference was .18—six times as much. Viewed another way, 51.5 percent of the less-active athletes exceeded their matches, compared with 60.4 percent of the more-active athletes.⁵⁷

The terms "less-active" and "more-active" were defined as follows.

Athletes who completed one or two seasons of interscholastic competition were classified or designated as "less-active" athletes. Athletes who completed three or more seasons of interscholastic competition were classified or designated as "more-active" athletes. Schafer and Armer concluded: "Again, rather than eroding academic performance, extensive participation in interscholastic sports seems to slightly increase a student's scholastic success."⁵⁸

Still another finding of the Schafer and Armer study was that a greater spread of grade point averages separated the non-college-preparatory athletes from college-prep athletes. They stated: "In short, the boys who would usually have the most trouble in school are precisely the ones who seem to benefit most from taking part in sports."⁵⁹

Their summarized conclusions based upon their findings were stated as follows:

. . . these findings do bring into serious question the notion prevalent among many teachers, parents, and social scientists that the supposed overemphasis on athletics in the American high school results in the lowering of academic achievement among athletes. At the very least, the data cast doubt on the validity of Jules Henry's irate judgment that "athletics, popularity, and mediocre grades go together with inarticulateness and poor grammar."⁶⁰

⁵⁷Ibid., p. 24.

⁵⁸Ibid., p. 24.

⁵⁹Ibid., p. 25.

⁶⁰Ibid., p. 25.

Differences in marking athlete's grades by different teachers, especially those opposed to athletics, may have indicated that athletes were slower in their school work.⁶¹

Finch in his study of boys graduating from University High School, University of Minnesota, concluded that there was a slight tendency for boys of high intelligence to engage least in interscholastic athletics. He also concluded that boys playing on athletic school teams received marks approximately equal to those who did not compete. Another conclusion was that there was no evidence that boys who engaged in any particular sport differed markedly in achievement from boys who engaged in any other sport.⁶²

La Rue studied athletes and non-athletes in the St. Louis High School in Michigan in regard to athletics and scholarship. He stated, "Athletics, when properly handled, do not in any sense interfere with the studies of pupils, but rather show a tendency to better his work while engaged in them."⁶³

La Rue noted that the athletically inclined pupil not only carried sufficient work in order to participate in athletics but handled more than the ordinary pupil and earned as good if not better marks in the courses which he had selected. Five subjects were listed. These were: English, history, mathematics, science, and language. Statistics included in the study indicated that a larger percent of the athletes

⁶¹Cook and Thompson, op. cit., p. 358.

⁶²F. H. Finch. "Athletics and Achievement in High School," School and Society, 35, (February, 1932), p. 300.

⁶³J. D. La Rue. "Effect of Athletics on High School Scholarship," American Schoolmaster, 10, (April, 1917), p. 167.

selected four of the major subjects included in the study than did the non-athletes. La Rue expressed the following:

This fact seems to show that they [athletes] chose well in their schedule, and discredits the somewhat common feeling that this class of young people are looking for "snaps."⁶⁴

Statistical figures also indicated that a large majority of pupils did better work during the time they were engaged in athletics than when they were not so engaged. This may have been due in part to teachers who demanded that athletes had to keep up with their work or that athletes took pride in their work and did a fine job.⁶⁵

La Rue concluded:

The records show further that the particular games or seasons seem to play but little part in the readjustment of the standings. In other words, a pupil has as good standings during the basketball season as during the football or the baseball season.⁶⁶

Jones in a study of Union High School athletes in Grand Rapids, Michigan, contended:

It has frequently been charged that high school athletes tend to elect less difficult subjects and lighter subject loads than the non-athletes and also that they receive lower scholastic grades in the subjects elected.⁶⁷

Several reasons for subject selections were offered. Advice from parents, friends, and schoolmates who believed that the student could make a good grade in the subject was one reason. Another reason

⁶⁴Ibid., p. 168.

⁶⁵Ibid., p. 168.

⁶⁶Ibid., p. 169.

⁶⁷Harmon S. Jones. "A Comparison of the Subject Elections and the Scholastic Records of Athletes and Non-Athletes," Research Quarterly, 5, (December, 1934), p. 101.

was that the subject suggested was one of standing reputation. Jones stated, ". . . the only noticeable difference of subject selection being that the athletes elected .38 of a subject more manual arts over a period of 2 [two] years than did the non-athletes."⁶⁸ The difference was very slight since it was over a period of four semesters. This indicated that the students all carried about the same subject load.⁶⁹

Jones concluded, ". . . male students in high school who took part in athletics compare favorably with the remaining group of students in both subject elections and scholastic records."⁷⁰

If there was a positive effect of participation in athletics on grades as the data seemed to suggest, why did it occur? Schafer and Armer offered the following as some possible reasons:

Perhaps exposure, in the sports subculture, to effort, hard work, persistence, and winning spills over into non-athletic activities, such as schoolwork.

Perhaps the superior physical condition of athletes improves their mental performance.

Perhaps athletes make more efficient and effective use of their limited study time.

Perhaps the lure of a college career in sports motivates some athletes to strive for good grades.

Perhaps the high prestige that students obtain from sports gives them a better self-concept and higher aspirations in other activities, such as schoolwork.⁷¹

⁶⁸Ibid., p. 108.

⁶⁹Ibid., p. 108.

⁷⁰Ibid., p. 110.

⁷¹Schafer and Armer, op. cit., p. 25.

SUMMARY

To summarize the review of related literature regarding athletics and their place in the educational program, the following views were expressed. Athletics have had an important place in the total educational program of the school and should not be operated in a haphazard or a rainy day fashion. Athletic activity was good to and good for our children. Athletics has had too many values to be scorned. Children who have not learned how to play have not been fully educated. Athletics were necessary in that they may have helped the child in preparation for future life.⁷² Students must have a right to be educated in those areas in which they can excel, including athletics. Students should not be squelched in the area of athletics simply because they have had difficulty with their grades. The requirement that students must pass so many subjects before they may participate was unfair to the student and not in keeping with the democratic principles of education.⁷³

The general conclusions seemed to have been that critics had made adverse criticisms of athletic programs with little or no research to back up their claims. This seemed to have been especially true in the criticism of overemphasis of athletics. It was suggested that schools that have emphasized athletics have not necessarily done so at the expense of learning; the two may actually have risen and fallen together.⁷⁴

⁷²Lampe, op. cit., pp. 6-8.

⁷³Weber, op. cit., pp. 177-178.

⁷⁴Schafer and Armer, op. cit., pp. 21-25.

Research seemed to indicate athletics were instrumental in keeping boys in school in that the drop-out rate was lower for those who had participated in athletics than for those who had not. The more the athlete had participated in sports, the greater had been the positive gap between their grades and those of their matched non-athletes. Athletics also fostered rather than interfered with the educational goal of sending a maximum number of youth to college. Certain students who would probably have had the most trouble in school were the ones who seemed to benefit most from taking part in sports.⁷⁵

Research also seemed to indicate that athletes were not inferior students⁷⁶ nor were they generally socially or psychologically maladjusted.⁷⁷ It seemed to be generally agreed that athletes had had as much scholastic ability as the non-athlete.⁷⁸ It was suggested that perhaps athletes had made more efficient and effective use of their limited study time than had the non-athletes.⁷⁹ The study by Hull seemed to indicate that non-athletes had made better grades than the athletes in all courses except mathematics but the same study also had indicated that athletes had made better grades when they were not competing and had worked more to their capacity than had the non-athletes.⁸⁰

⁷⁵Ibid., pp. 21-26, 61.

⁷⁶Ibid., p. 21.

⁷⁷Carmen, Zerman, and Blaine, op. cit., p. 137.

⁷⁸Cook and Thompson, op. cit., p. 358.

⁷⁹Schafer and Armer, op. cit., p. 25.

⁸⁰Hull, op. cit., pp. 44, 107.

Eight of thirteen studies cited in this study seemed to indicate that scholastic differences between the athlete and the non-athlete were negligible. Three studies seemed to indicate that athletes had tended to make slightly higher or better grades than had their non-athlete counterparts. Two studies seemed to indicate that non-athletes had made slightly better or higher grades than had their athlete counterparts.

Four studies of the thirteen cited in this study seemed to indicate that athletes had not selected only the so-called "snap" or "popular" courses in order for them to remain eligible for athletic competition but they had selected those courses which were considered academically strong. The other nine studies made no direct comment on this particular aspect of scholarship.

A statement made by John M. Lampe possibly well stated the importance of athletics in the educational program:

The Duke of Wellington is reported to have said that the battle of Waterloo was won on the playing fields of Eton. We cannot afford to lose the battle for physical, emotional, mental, and social health by neglecting the playing fields of America.⁸¹

⁸¹Lampe, op. cit., p. 8.

Chapter 3

PROCEDURE

Athletes, particularly those who participated in interscholastic athletics, have on occasion been accused of having been poor students, scholastically, or of having selected "snap" courses and thereby made it easier for them to remain eligible for interscholastic athletic competition. The investigator used the grades made by thirty-eight boys in their required courses for graduation and the grades made by the same thirty-eight boys in their elective courses which counted toward graduation and computed each boy's grade point average for the elective courses as well as for the required courses. The purpose was to determine whether or not there was a significant difference, if any, in the grade point average of the elective courses when compared to the grade point average of the required courses. The reason for dividing the courses into these two categories was that it is within the elective courses, courses which athletes were permitted to select for enrollment, that the so-called "snap" courses were usually found. The investigator's purpose was to determine whether there actually was a significant grade point average difference between the elective courses and the required courses. If according to the findings a significant grade point average difference did exist between the elective and the required courses and with a significantly higher grade point average for the electives, these findings may then have lent some support to the idea that athletes have made significantly better grades in those selected courses of interest,

the electives, which also may have included the so-called "snap" courses as certain critics have claimed.

SELECTION OF SUBJECTS

This study used only those senior varsity basketball lettermen from the eleven Oklahoma Panhandle class C high schools who were letter or monogram winners during the 1966-67 academic school year. The names of the subjects were supplied to the investigator by the administrators of the high schools. Another qualification necessary in order for the subject to qualify for this study was that the varsity basketball letterman attended the same high school during his four years of high school. These were the academic years from 1963 through 1967. Transfer students, of which there were only three, were not used in this study. The area in which these eleven schools were located was primarily a rural farming area. As a result the student population did not change significantly from year to year. Senior varsity basketball lettermen were also selected as subjects because this was the only team sport in which all eleven high schools used in this study fielded an interscholastic athletic team.

GATHERING OF THE DATA

The investigator wrote a letter to each of the administrators of the eleven class C high schools and explained his study and the purpose of it. He requested permission to be allowed to use each senior varsity basketball letterman's cumulative permanent grade record from which he recorded the grades of all courses taken during each senior varsity basketball letterman's four years of high school. Each letter which requested permission for use of each senior varsity basketball

letterman's cumulative permanent grade record contained a self-addressed return post card on which was recorded, for easy marking, such information as permission granted, permission refused, and the date and time during the summer of 1967 that it would be most convenient for the school administrator to meet the investigator and to make the data and information he sought available to him. The cumulative, permanent grade records were usually on file in the administrator's office.

The semester grades of each senior varsity basketball letterman in the elective and the required courses made up the total grade data collected. Semester grades were used because some courses were only offered for one semester. For those courses offered for a full year, two semester grades, the first and second semester, were recorded. These grades were all recorded on individual charts designed particularly for this purpose.

The investigator made three assumptions: (1) the letterman's cumulative, permanent grade record was a correct and valid record of the senior varsity basketball letterman's grades; (2) all senior varsity basketball lettermen completed their high school requirements for graduation in the spring of 1967 and thereby enabled the investigator to make full use of each senior varsity basketball letterman's four-year high school academic record during the summer of 1967; and (3) since basketball required nearly five months of an athlete's competitive and practice time out of the nine-months school term, the basketball season was an indicator as to what the senior varsity basketball lettermen were capable of doing scholastically during the time they competed in interscholastic athletics.

IMPLEMENTATION OF THE PROCEDURE

A numerical value was assigned to each letter grade. The values assigned have been indicated below:

| | | | | | |
|----------------|---|---------|----------------|--------|--------|
| A ⁺ | = | 12 pts. | C ⁺ | = | 6 pts. |
| A | = | 11 pts. | C | = | 5 pts. |
| A- | = | 10 pts. | C- | = | 4 pts. |
| B ⁺ | = | 9 pts. | D ⁺ | = | 3 pts. |
| B | = | 8 pts. | D | = | 2 pts. |
| B- | = | 7 pts. | D- | = | 1 pts. |
| F | | | = | 0 pts. | |

The investigator eliminated all physical education grades. The reason was two-fold. The investigator did not want the physical education grade to have an effect or influence upon a grade point average because of basketball. It was very likely that in some small class C Oklahoma Panhandle high schools, the physical education grade was received because of competitive interscholastic basketball. It was not improper to give physical education credit in this manner in the state of Oklahoma in the small class C high schools. Physical education was an elective. Another reason physical education was eliminated in this study was because in a few instances, the only grade given was Credit not the A, B, or C. There was no way for the investigator to know what numerical value Credit should receive or what letter grade it might have represented and so physical education was eliminated for this second reason.

All music courses (music, glee club, chorus, choir, band, vocal music, and music theory) were eliminated because of the Credit grade. The reasons were the same for music as they were for physical education concerning the Credit grade. Music, like physical education, was an elective course.

If a senior varsity basketball letterman failed a course sometime during his four years of academic work and then repeated the course, the best grade earned was used in determining his individual grade point average for whichever grouping, elective or required, that the repeated course represented. The investigator noted that each time a course was repeated, the repeated course grade was the better of the two.

Each letterman's letter grades were recorded on an individual grade chart in the proper columns, the elective course column for electives and the required course column for the requirements. A numerical value was assigned to each recorded letter grade in its respective column. X was allowed to represent the elective course column and Y represented the required course column. A numerical value was assigned to each recorded letter grade in column X and also in column Y. Column X was totaled to determine the sum total of X on each letterman's individual grade chart for his elective courses. The sum total of column X was divided by the number of semester grades in the column. This determined the individual letterman's grade point average for his elective courses. The divisor fluctuated somewhat because not all lettermen enrolled in the same number of elective courses.

The sum total of column Y (required courses) was always divided by the divisor, fifteen, to determine each letterman's individual grade point average in the required courses. No fluctuations occurred in this column.

To determine the grade point average for the total group of senior varsity basketball lettermen in their elective courses, the investigator totaled all thirty-eight individual elective grade point averages and divided this sum total by thirty-eight. This produced the

group grade point average in the elective courses. The same procedure was followed to determine the group's grade point average in the required courses.

An analysis of variance test was performed to determine whether or not there was a significant difference in the total group's elective course grade point average as compared to the total group's required course grade point average in the class C high school of the Oklahoma Panhandle. This data appeared in the following Chapter 4.

Chapter 4

ANALYSIS OF DATA

The data used in this study was taken from the senior varsity basketball letterman's permanent, cumulative grade record on file with the subject's Oklahoma Panhandle class C high school. The analysis of this data was by the analysis of variance method. The reason this method was used was that the analysis of variance method was a more exact test of experimental hypothesis.

ANALYSIS OF GRADE POINT AVERAGE DATA BETWEEN THE REQUIRED AND ELECTIVE COURSES

Data was analyzed from the recorded grades in the permanent, cumulative records of each senior varsity basketball letterman for both the required courses for graduation as well as for the elective courses that the letterman selected which counted toward his high school diploma. Numerical values were assigned to each letter grade from the A⁺ to the F. An A⁺ had a value of twelve points, an A eleven points, an A- ten points and so on down the scale to the F grade which had a value of zero points. These numbers were totaled in their respective columns, elective and required. The sum total was divided by the number of letter grades in each of the respective columns. The quotient of each column was then the grade point average for each respective column. All thirty-eight individual elective and all thirty-eight individual required grade point averages were totaled and divided by thirty-eight which determined the total group

grade point average for the elective as well as the required courses. The mean square for between groups was 1.777 and the mean square for within groups was 3.805. An F-value of 9.467 was calculated which was not significant at the .05 level of significance. In order to be significant, the F-value should have fallen beyond 3.98 for the .05 level of significance and 7.01 for the .01 level of significance. The results of the grade point average data analysis were shown in Table 1.

Table 1

Analysis of Variance of Grade Point
Average Between the Required
and Elective Courses

| Source of Variation | Sum of Squares | Degrees of Freedom | Mean Square | F |
|---------------------|----------------|--------------------|-------------|-------|
| Between groups | 1 | 1.777 | 1.777 | 0.467 |
| Within groups | 74 | 281.598 | 3.895 | |
| Total | 75 | 283.375 | | |

F-value necessary at the .05 level of significance with 1, 75 degrees of freedom = 3.98.

F-value necessary at the .01 level of significance with 1, 75 degrees of freedom = 7.01.

This data showed that there was no significant difference between lettermen's grade point average of the required courses for graduation as compared to lettermen's grade point average of the elective courses selected by the lettermen to count toward graduation.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study investigated the grade point average difference, if any, that existed between the required courses for graduation as compared to the elective courses selected for high school graduation by senior varsity basketball lettermen in the class C public high schools of the Oklahoma Panhandle.

SUMMARY

Athletes have at various times been accused of selecting "snap" courses so that it was easier for them to remain eligible for interscholastic athletic competition. The so-called "snap" courses were normally thought of as certain types of elective courses and appeared in the elective course category.

The purpose of this study was to determine whether or not senior varsity basketball lettermen made a significantly higher grade point average in their selected elective courses as compared to the grade point average of their required courses for graduation.

If the "snap" course accusation was always correct, the lettermen in this study would have had a significantly higher grade point average in their elective courses as compared to their grade point average in the required courses.

The subjects for this study were thirty-eight senior varsity basketball lettermen who attended eleven different class C public high schools in the Oklahoma Panhandle. Basketball lettermen were chosen because this was the only team sport in which all eleven of these small schools fielded an interscholastic team. Transfer senior varsity basketball lettermen, of which there were only three, were not included in this study. A basketball letterman had to spend all four of his high school years in the same high school as well as graduated in the spring of 1967 to be included in this study.

Numerical values were assigned to each letter grade from the A⁺ to the F. An A⁺ had a value of twelve points, an A eleven points, an A- ten points and so on down the scale to the F grade which had a value of zero points. These numbers were totaled in their respective columns, elective and required. The sum total was divided by the number of letter grades in each of the respective columns. The quotient of each column was then the grade point average for each respective column. All thirty-eight individual elective and all thirty-eight individual required grade point averages were totaled and divided by thirty-eight which determined the total group grade point average for the elective as well as the required courses.

Two types of electives were excluded from this study. They were physical education and music. Physical education and music were excluded because in a few instances only a Credit grade was recorded and the investigator had no way of knowing what numerical value to assign to the Credit grade. Physical education was excluded for an additional reason in that interscholastic basketball may have taken the place of and was then graded as a regular physical education class. The investigator felt

that a more accurate elective grade point average was determined if the elective grade point average was not "colored" by the interscholastic basketball participation grade.

An analysis of variance test was used to determine whether or not there was a significant grade point average difference between the elective course grade point average and the required course grade point average for this specific group of senior varsity basketball lettermen.

FINDINGS

The analysis of the data revealed the following:

1. There was no significant difference in the grade point average between the elective courses chosen by the lettermen as compared to the grade point average of the required courses for graduation as noted by the F-value of 0.467.
2. On an individual basis, twelve lettermen had a higher grade point average in their required courses as compared to their elective courses.
3. The reverse was also true in that twenty-six lettermen had a higher grade point average in their elective courses as compared to their required courses.

CONCLUSIONS

Within the limitations of this study the following conclusions were reached:

1. There was no significant difference in the grade point average between the elective courses selected by the letterman as compared to the required courses that each letterman had to satisfactorily complete for graduation.

2. Varsity basketball lettermen seemingly did not select only "snap" courses in order to remain eligible for interscholastic athletic competition.

3. On an individual basis, twelve varsity basketball lettermen made a higher grade point average in their required courses as compared to the elective courses they selected.

4. The reverse was also true in that twenty-six varsity basketball lettermen made a higher grade point average in their elective courses as compared to the grade point average of their required courses.

5. In general, it was concluded that if the letterman was a good student in the electives, he was also a good student in the required courses most of the time.

6. If the letterman was a good student in his required courses, he was also a good student in the elective courses most of the time.

IMPLICATIONS

There was a total of forty-one senior varsity basketball lettermen from the eleven class C public high schools. Three of these, however, were transfers and their grades were not included in this study. This reduced the number of subjects to thirty-eight lettermen. The three transfers probably would not have significantly changed the outcome of this study even though one was the saluatorian of his graduating class.

That athletes were "boneheads" as some critics seemingly believed and that all or most athletes have fitted into this category was somewhat debatable from this study. Four of these varsity basketball lettermen were the validictorians of their graduating class, seven were saluatorians, two lettermen finished third from the top of their class

scholastically, and one was listed as being near the top of his graduating class scholastically. This was a 36.8 percent or a little over one-third of all the subjects used in this study who rated very high scholastically.

This investigation could have been more accurate if all the elective course grades could have been used in the determination of the elective grade point averages. This could possibly have resulted in a significant difference in the elective grade point averages, either to the positive or to the negative as far as a significant difference in this grade point average was concerned.

Although there was no significant difference in the grade point average of the elective courses as compared to the grade point average of the required courses for the group as a whole, the investigator noted that in twenty-six out of thirty-eight cases, the individual grade point average for the elective courses was somewhat higher than for the required courses. This would probably indicate that, generally, the elective grades were a little better than the grades for the required courses.

RECOMMENDATIONS

As a result of the findings of this study, the following recommendations and suggestions for further study are as follows:

1. Further study should be done in larger high schools population-wise or a group of high schools where the choice of electives is far greater than in the schools of this study just completed. This may result in a significant difference between the elective grade point average and the required course grade point average.

2. Further study should be done in high schools where all electives such as physical education and music, which were excluded from this study, are included in the determination of the elective grade point average. This would mean that Credit grades would not be recorded as such but rather actual letter grades would be recorded so that a numerical value could be assigned to each grade. This could possibly change the significance factor between the elective and required courses grade point average.

3. Further study should be done in high schools that have regular physical education classes so that these grades could be included as grades. This would eliminate the second reason for eliminating physical education from this study. This reason is, namely, that the physical education grade in these small high schools was very probably basketball participation or at least very probably included basketball participation as a large share of the recorded physical education grade instead of a regular physical education class grade where many different and varied skills are taught, learned, and graded. This would be a more inclusive physical education grade. This could possibly change the significance factor between the elective and required courses grade point average.

4. Further study should be done in other states where the elective and required courses may be different than they are in the state of Oklahoma. An example might be a state in which physical education is a requirement instead of an elective. Possibly this would indicate a significant difference in the grade point average of the elective courses as compared to the required courses for high school graduation as far as varsity athletes are concerned.

5. Further study should be done with athletes in such one semester sports as football or track. Possibly a grade significance exists between such athletes and non-athletes or between athletes with one such semester a year of competition as compared to, for example, varsity basketball athletes, who compete for parts of both yearly semesters and thereby have no "non-competitive" semester to devote almost entirely to school work. Possibly there would be a significant grade point average difference in the required and elective courses of the one semester per year athletes as compared to the required and elective courses of parts of two semester per year basketball athletes. Possibly a one-semester sport makes a difference in the grades received or the grade point average earned by the participants as compared to the non-athletes or the "two-semester athlete." This possibility exists and should be investigated.

6. Further study concerning scholastic ability should also be done with the opposite sex or the female athlete. Interscholastic athletic competition seems to be increasing for high school girls. This is true of Kansas, for example, where a state play-off system has recently been established for high school girls in such sports as volleyball (1971-1972) and basketball (1972-1973). How will the grades of the "female athlete" be affected by this type of competition? Will she compare favorably with the female non-athlete or will her grades suffer significantly? Some possible related studies might be how do the female athletes' grades of the states of Oklahoma or Iowa, as two examples, where female interscholastic athletic competition has been conducted on an interscholastic competitive basis for quite some time, compare with the grades of female non-athletes in states where girls do not compete

on an interscholastic competitive basis or is there a significant difference either positive or negative?

What about Kansas high school girls? Will their grades suffer significantly from the added interscholastic competition until they have "learned to adjust" to the change in competition or will the effects of more competition be noticed at all in the areas of scholarship or grades?

How do the grades or grade point averages of female athletes compare with male athletes? Is there a significant difference either positive or negative? In this day of women's liberation when certain members of the opposite sex seem to feel that they can compete or perform as well as any male in like capacity, do the "girls" really measure up? This could prove to be an interesting, scholastic investigation or comparison. These are all possibilities which should be investigated.

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APPENDIX

Table 2

Individual Grade Point Averages for
the Required and Elective Courses

| School Name | Subject Name | Required | Elective |
|---------------|------------------------|----------|----------|
| 1. Adams | Douglas Wehmeier | 5.93 | 7.40 |
| 2. Eureka | Larry Michael Farmer | 5.47 | 6.90 |
| 3. | David Ogletree | 9.53 | 9.00 |
| 4. | Jackie Lee Ogletree | 10.13 | 9.96 |
| 5. | Ricky Lynn Ogletree | 5.60 | 5.91 |
| 6. | Gary M. Winkler | 7.27 | 8.17 |
| 7. Felt | Eddie Allen | 8.80 | 8.68 |
| 8. | Tommy Foreman | 10.93 | 10.83 |
| 9. | (transfer) | ----- | ----- |
| 10. Forgan | Albert Brent Hodges | 7.80 | 7.55 |
| 11. | Billy Don Jamison | 8.27 | 8.30 |
| 12. | Jimmy D. Mayo | 8.73 | 9.43 |
| 13. | Sam D. Robins | 8.07 | 8.14 |
| 14. Gate | Norman Hein | 9.20 | 9.68 |
| 15. | Dale Long | 9.60 | 9.68 |
| 16. | Gary Weeks | 7.60 | 8.60 |
| 17. | Larry Weeks | 7.40 | 8.52 |
| 18. Goodwell | (transfer) | ----- | ----- |
| 19. | Lewis John Jefferis | 10.80 | 9.50 |
| 20. | Rickie Rooney Roberts | 4.67 | 4.70 |
| 21. Hardesty | Rickey Grice | 3.40 | 4.91 |
| 22. | Jeffery Lynn Hogner | 8.20 | 8.36 |
| 23. | Frank Jaap | 8.60 | 8.65 |
| 24. | Richard Mason | 4.40 | 6.32 |
| 25. | Warren (Buddy) Trent | 5.40 | 6.30 |
| 26. Plainview | Tommy Asher | 5.07 | 6.32 |
| 27. | Dayle Ferguson | 4.80 | 4.88 |
| 28. | Claud W. Hanes | 6.87 | 6.00 |
| 29. | Kenneth L. Reed | 7.53 | 6.60 |
| 30. Turpin | Rodney Epp | 6.60 | 7.62 |
| 31. | Stephen Headrick | 9.80 | 8.68 |
| 32. | Larry Young | 4.67 | 5.38 |
| 33. Tyrone | Lonzo Eugene Banning | 5.40 | 5.96 |
| 34. | Fred Oren Garrison | 4.00 | 4.88 |
| 35. | Daniel MacRae Wrathier | 10.80 | 10.28 |
| 36. Yarbrough | Mark Guenther | 9.27 | 9.48 |
| 37. | (transfer) | ----- | ----- |
| 38. | Jim Oswald | 5.87 | 6.04 |
| 39. | Jerry Sinning | 7.73 | 7.40 |
| 40. | Terry Sinning | 4.40 | 5.29 |
| 41. | Larry Taylor | 9.47 | 9.40 |

Table 3

Oklahoma Panhandle Class C High School
Enrollment, Class Size, and
Scholastic Honors

| School Name | Enrollment School Class | | Subject Name | Valdic-torian | Saluti-torian | Other |
|---------------|-------------------------|----|------------------------|---------------|---------------|-------|
| 1. Adams | 25 | 3 | Douglas Wehmeier | | X | |
| 2. Eureka | 29 | 7 | Larry Michael Farmer | | | |
| 3. | | | David Ogletree | | X | |
| 4. | | | Jackie Lee Ogletree | X | | |
| 5. | | | Ricky Lynn Ogletree | | | |
| 6. | | | Gary M. Winkler | | | |
| 7. Felt | 43 | 8 | Eddie Allen | | | |
| 8. | | | Tommy Foreman | X | | |
| 9. | | | Bobby Montgomery | | X | |
| 10. Forgan | 62 | 17 | Albert Brent Hodges | | | |
| 11. | | | Billy Don Jamison | | | |
| 12. | | | Jimmy D. Mayo | | | |
| 13. | | | Sam D. Robins | | | |
| 14. Gate | 42 | 6 | Norman Hein | | X | |
| 15. | | | Dale Long | X | | |
| 16. | | | Gary Weeks | | | |
| 17. | | | Larry Weeks | | | |
| 18. Goodwell | 43 | 13 | Andrew Kennedy Burnett | | | |
| 19. | | | Lewis John Jefferis | | X | |
| 20. | | | Rickie Rooney Roberts | | | |
| 21. Hardesty | 52 | 14 | Rickey Grice | | | |
| 22. | | | Jeffery Lynn Hogner | | | 3rd |
| 23. | | | Frank Jaap | | X | |
| 24. | | | Richard Mason | | | |
| 25. | | | Warren (Buddy) Trent | | | |
| 26. Plainview | 23 | 7 | Tommy Asher | | | |
| 27. | | | Dayle Ferguson | | | |
| 28. | | | Claud W. Hanes | | | |
| 29. | | | Kenneth L. Reed | | X | |
| 30. Turpin | 69 | 12 | Rodney Epp | | | |
| 31. | | | Stephen Headrick | | | |
| 32. | | | Larry Young | | | |
| 33. Tyrone | 57 | 12 | Lonzo Eugene Banning | | | |
| 34. | | | Fred Oren Garrison | | | |
| 35. | | | Daniel MacRae Wrather | | | 3rd |
| 36. Yarbrough | 49 | 12 | Mark Guenther | | X | |
| 37. | | | Dewey Holland | | | |
| 38. | | | Jim Oswald | | | |
| 39. | | | Jerry Sinning | | | |
| 40. | | | Terry Sinning | | | |
| 41. | | | Larry Taylor | X | | |

Table 4

A List of the Required Courses Offered
in the Oklahoma Panhandle
Class C High Schools

Course Name

Algebra I
Algebra

American History
Democracy I
U. S. History

English I

English II

English III

English IV
English Literature
Speech I

General Science
Elementary Science

Oklahoma History
State History

Table 5

A List of the Elective Courses Offered
in the Oklahoma Panhandle
Class C High Schools

| Course Names | |
|--------------------------|--------------------------|
| Agriculture I | Democracy |
| Agriculture II | Democracy II |
| Agriculture III | Drafting I |
| Agriculture IV | Driver Education |
| Algebra II | Economics |
| Advanced Algebra | Farm Shop |
| American Democracy | First Aid |
| American Government | French |
| Analytical Geometry | Geography |
| Ancient/Medieval History | Geology |
| Auto Mechanics | Geometry |
| Biology | Modern Geometry |
| General Biology | General Business |
| Bookkeeping | General Physical Science |
| Accounting | General Shop |
| Botany | Government |
| Business | High School Arithmetic |
| Business Arithmetic | Industrial Arts I |
| Business English | Industrial Arts |
| Business Math | Manual Training |
| Chemistry | Shop |
| Civics | Shop I |
| Creative Writing | Woodworking |
| | Industrial Arts II |
| | Manual Training II |

Table 5 (continued)

 Course Names

| | |
|--------------------------------|------------------|
| Industrial Arts II (continued) | Safety |
| Shop | |
| Shop II | Safety Education |
| Woodworking II | Sociology |
| Industrial Arts III | Solid Geometry |
| Manual Training III | |
| Shop III | Spanish I |
| Woodworking | Spanish |
| Journalism | |
| Latin | Spanish II |
| | Spanish |
| Math Analysis | Speech |
| Mechanical Drawing I | Trigonometry |
| Mechanical Drawing | Trig |
| Office Practice | Typing I |
| | Typewriting |
| Plane Geometry | |
| Physical Science | Typing II |
| Physics | World Geography |
| Physiology | World History |
| Problems of Democracy | Zoology |
| Psychology | |

Table 6

A List of the Elective Courses Offered in the
Oklahoma Panhandle Class C High Schools
Not Used in This Study

Course Names

| | |
|----------------------------------|-------------------------------------|
| Band I | Music Theory |
| Band II | Music Vocal |
| Band III | Vocal (Music) |
| Band IV Instrumental Music IV | Physical Education I P. E. |
| Band and Glee | Physical Education II P. E. |
| Chorus | Physical Education III P. E. III |
| Glee Club I | Physical Education IV P. E. IV |
| Glee Club II | Swimming |
| Glee Club III | |
| Glee Club IV | |
| High School Music | |
| Music I | |
| Music II | |
| Music III | |
| Music IV | |

Turpin, Oklahoma
July 3, 1967

Goodwell High School
Superintendent of Schools
Goodwell, Oklahoma

Dear Administrator:

With your permission the writer wishes to make a study of the grades made by male senior varsity basketball lettermen in your school. This proposed study will deal with the grades that these athletes made in their elective courses of study as compared to those grades made in subjects that all students, including the athletes, must take in order to graduate from an accredited public high school in the state of Oklahoma. The writer will attempt to answer the question, "Do male varsity basketball athletes have a higher grade point average in their elective courses of study or in their required courses of study or is there any significant difference between these two grade point averages?"

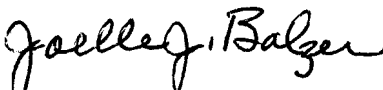
The successful completion of this study will fulfill the remaining requirement necessary for a Master of Science degree in the field of Physical Education, Health, and Recreation from Kansas State Teachers College, Emporia, Kansas. With your permission and cooperation this study will become a completed reality.

At times the question arises, "Why did you choose to do the study on the schools way out west in the Panhandle of Oklahoma?" Possibly the best answer I can give is that I grew up in the Panhandle in the small community of Adams and graduated from the Adams High School. I know that the Panhandle area of Oklahoma does a good job of educating its youth. I deeply appreciate the education I received there. I also remember that the administrators and teachers of this area are a dedicated group of people interested in the welfare of each individual. Using these few reasons as a background, I believe it explains, in part at least, as to why I chose to do my study on the high schools, particularly the smaller high schools, of this area.

Would you please return the enclosed card by return mail after checking the items to your satisfaction. Time is somewhat limited in that I just finished the first session of summer school and am privileged to return in two weeks to begin another course of study due to a small grant in the field of science.

Thank you for your consideration and cooperation.

Sincerely,



Joelle J. Balzer

1. Please check one of the following and return the card by return mail.

Permission granted to do study on grades at _____
 Permission refused _____ (school)

2. Day and time when investigator may arrive to do study which best fits into the administrator's schedule. Mark an X on the first preferred time—O on the second preferred time in case of duplication.

| | | | | | | | |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| July 6 | July 7 | July 8 | July 9 | July 10 | July 11 | July 12 | July 13 |
| <input type="checkbox"/> A.M. | <input type="checkbox"/> A.M. | <input type="checkbox"/> A.M. | <input type="checkbox"/> A.M. | <input type="checkbox"/> A.M. | <input type="checkbox"/> A.M. | <input type="checkbox"/> A.M. | <input type="checkbox"/> A.M. |
| <input type="checkbox"/> P.M. | <input type="checkbox"/> P.M. | <input type="checkbox"/> P.M. | <input type="checkbox"/> P.M. | <input type="checkbox"/> P.M. | <input type="checkbox"/> P.M. | <input type="checkbox"/> P.M. | <input type="checkbox"/> P.M. |
| July 14 | | | | | | | |
| <input type="checkbox"/> A.M. | | | | | | | |

3. Permission granted but above time schedule does not fit into administrator's schedule at the designated days or times.

Signed _____
 (Administrator)