

A STUDY OF EQUIPMENT PROBLEMS IN INTERSCHOLASTIC
FOOTBALL OF SELECTED HIGH SCHOOLS IN THE
NORTH CENTRAL ASSOCIATION

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CHAPTER I

INTRODUCTION

For many years, athletic coaches have been faced with numerous problems concerning athletic equipment. Football utilizes more equipment than any other single sport in the United States today. Within limitations, this is a study of interscholastic football equipment problems.

I. THE PROBLEM

Statement of the problem. The problem in this study was to survey the physical education departments of all three-year high schools in the North Central Association, with an enrollment of two thousand or more, to determine what conditions exist in regard to quality, methods, and status of purchase, care, repair, and storage of football equipment in their high schools.

The major hypothesis of this study was that the football equipment problems of the various high schools of relative size, in the North Central Association, were basically the same. The minor hypothesis of this study was that a course, or courses, dealing with purchase, care, repair, and storage of football equipment should be offered in colleges and universities.

Specifically, the study sought answers to the following questions concerning the problem, football equipment:

1. How much training does the average coach have in this type of experience?
2. Who does the purchasing of athletic equipment?
3. What are the procedures for purchasing athletic equipment?
4. What are the factors used for a base or foundation to purchase supplies?
5. What price range is used in buying every item of football equipment?
6. What are the most important items when buying football equipment?
7. What is the biggest problem facing a coach when dealing with the purchase of football equipment?
8. Are equipment managers qualified and well trained?
9. How are laundry and repair problems solved in these high schools?
10. What kinds of storage rooms and storage facilities are available?
11. Is a course in this category desirable for college credit?
12. If so, what courses should be offered?

Significance of the problem. The writer's survey of the literature dealing with the equipment problems of football in the North Central Association disclosed that very little information was available; hence a study of this nature seemed justifiable. Teachers of physical education in these high schools should know the status of other schools of relative size, in this area, in regard to the purchase, care, repair, and storage of football equipment.

It is the writer's belief that the results of this study will form criteria for coaches and physical education teachers to judge and measure themselves within given limitations, when comparing themselves with other schools of comparative size in the North Central Association.

Limitations. Since it would be a very large task to consider all the elements pertaining to physical education, this study will be concerned almost exclusively with the major elements of football equipment. Questionnaires were sent to football coaches in all three-year high schools, with the minimum enrollment of 2,000, that are recognized by the North Central Association. Information in the questionnaire was primarily concerned with: (1) personnel data; (2) physical layout; and (3) general information.

This study is also limited in the following ways: (1) to the school year of 1959-1960; (2) to the field of physical education; (3) to the sport of football; (4) to the specific information listed in the information blank for the survey; (5) to the set of questions which stress the purchase, care, repair, and storage of football equipment.

This study sought only information on the subject as it existed at the time of this research, as found on the questionnaire.

Definitions. The term, "purchase," means to serve as a means of buying football equipment from the viewpoint of the buyer.

The term, "repair," means the restoration to a sound or useable state after decay, dilapidation, loss, or waste.

The term, "care," means to have change of responsibility for management of equipment.

The term, "storage," means space, or a place, for the safe keeping of football equipment during the off-season.

The term, "athletic equipment," means everything used by athletic teams for football, expendable or non-expendable.

Sources of data. The data for this research were secured by personal interviews, questionnaires, and reference readings. The personal interviews and questionnaires were the primary source of material and the reference books, bulletins, and magazine articles were the secondary source of material.

Procedure of research. The normative survey method of research was selected as the most practicable for this study. A checklist of questions concerning various aspects of the purchase, care, repair, and storage of football equipment was prepared. The questionnaire was constructed, since no standard questionnaire for surveys was to be found in the field of physical education on the purchase, care, repair, and storage of football equipment.

These questions were prepared so that they could be answered by a check mark or a very few words, so as to require a minimum effort and time to answer the questionnaire.

The writer secured the names of school districts which provided a football program in three-year high schools from "The North Central Association Quarterly."¹ During the first session of summer school, 1960, the questionnaire

¹"Action of Reviewing Committees on Annual Reports," The North Central Association Quarterly, XXXIV (July, 1959), pp. 51-119.

was sent to the head football coaches of these schools. The responses were tabulated for the convenience of interpretation and comparison, indicating the present status of purchase, care, repair, and storage of football equipment in high schools of comparative size in the North Central Association.

Nineteen states are included in the North Central Association. Of these nineteen states, only ten states contained three-year high schools with a minimum enrollment of two thousand. Thirty six schools in ten states were included in this study.

The writer felt that the number of questionnaires returned after the first mailing was adequate for a true picture of the status of the purchase, care, repair, and storage of football equipment in comparative high schools in the North Central Association. Therefore, a follow-up was not sent to schools that had failed to return the questionnaire sent to them. The responses to the questionnaire, gratifying in itself, served to indicate that coaches themselves are anxious to co-operate to better the conditions in the schools of the North Central Association.

Table I shows the returns the writer received from the coaches. There are three divisions to the table. The first division shows the states in which the responding

schools were listed. The second division shows the total number of answers from each state. The third division gives the percent received out of the total number of questionnaires mailed to the coaches of each state.

TABLE I

PERCENTAGE OF RESPONDING SCHOOLS FROM EACH STATE

(N = 36)

States	Number	Percent Returned
Colorado	5	100.00
Indiana	1	100.00
Iowa	1	100.00
Kansas	4	100.00
Michigan	8	66.66
Minnesota	2	100.00
Ohio	4	66.66
Oklahoma	3	100.00
South Dakota	1	100.00
Wisconsin	1	100.00
Total	30	83.33

REVIEW OF THE LITERATURE

Subject matter related to the purchase, care, repair, and storage of football equipment specifically for high schools was very limited at the time this study was made. The writer found numerous articles and a few books dealing with suggestions of how to solve certain individual problems pertaining to football equipment. However, no criteria was formed in these articles and books that a high school coach could refer to for individual problem solving that had been faced before by a coach from a similar sized high school.

I. FINANCE

Since athletics first came into high schools, methods have been sought by which they could be financed. The status of the program has improved a great deal over the years. In at least one state (New York), athletics, by Board of Regent's action, are a definite part of the physical education program. It is the duty of the local boards of education in that state to provide facilities for conducting them. Facilities mean equipment of all kinds. In many other states, boards of education buy general game equipment, but not that which is for the personal use of contestants.¹

¹C. E. Forsythe, The Administration of High School Athletics (New York: Prentice-Hall, Inc., 1948), p. 234.

The source of funds is of primary concern to the coach. We should be aware of the limits of his budget and the attitudes of his immediate superiors toward the use of this money. Brownell and Williams put it aptly in The Administration of Health and Physical Education:

Many high school coaches, spoiled by false favors which were shown them as college athletes, have unwittingly transferred college standards to the secondary school. As students they have had little knowledge of, nor were they concerned with, the financial organization which furnished equipment so lavishly. Transferred to the scene of high school coaching and confronted with the problem of ordering and paying for equipment as well as using it, they sometimes make mistakes.²

It goes without saying that new equipment must be bought to keep the program up to date; worn-out, damaged, and out-moded items must be replaced. This takes money, and the securing of and accounting for funds used for this purpose are important responsibilities of the coach. Equally important is the ability to know what is needed for the season and when to and how to buy it.

Despite the great importance of this phase, few coaches are prepared for the efficient financial administration of the physical education program when they first undertake it. The writer is concerned only with the problem of the purchase, care,

²K. L. Meyer, Purchase, Care, and Repair of Athletic Equipment, p. 9, as quoted in Brownell and Williams, The Administration of Health and Physical Education (St. Louis: Educational Publishers, Inc., 1948), p. 148.

this

repair, and storage of football equipment in the physical education program, but sound principles of finance can and should be applied to all phases of the physical education program which deals with sports equipment and facilities.

II. PURCHASE

In the secondary schools, the equipment is usually purchased by the coach. In some situations, the athletic director purchases directly from the sporting goods companies and in others he purchases through the business manager. The coach can lighten the worries about details of his job considerably by systematizing the purchase of all equipment. The easiest way to save time and misunderstanding is to use purchase forms, copies of which give a record of exactly what was ordered, its description, and date of order. The writer has placed some samples of requisition forms in Appendix C of this study.

The buying of athletic equipment should not be a haphazard affair. In the writer's judgment, there should be a regular time and procedure for this important transaction. Items should never be bought from unknown firms. Experience will show that recognized and legitimate sporting goods dealers are the safest ones from which to purchase materials. They need not necessarily be local merchants; but, if athletic supplies can be purchased from them as cheaply as from other

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sources, they should be given the business. Equipment should be bought only after the needs are known. The equipment inventory will indicate the items on hand and also those needed for the athletic program for the next season.

The purchasing procedure is explained by Kenneth L. Meyer in Purchase, Care, and Repair of Athletic Equipment:³

1. Some person must determine what is to be ordered and purchased.
2. The determining of what is to be purchased must be passed on to the one who is to place the order.
3. The order is then placed with the dealer, and the coach should receive a duplicate copy of his purchase order.
4. The invoice is received either prior to, with, or after the shipment of goods.
5. The goods must be received, examined, and approved as to the quality, and the quantity ordered.

III. CARE AND REPAIR

The writer wishes to stress that athletic equipment deteriorates more rapidly because of ill treatment than it does from excessive use or wear. The development of the proper attitude among students in regard to their athletic

³Kenneth L. Meyer, Purchase, Care, and Repair of Athletic Equipment, (St. Louis: Educational Publishers, Inc., 1948), p. 13.

equipment is the most important consideration in the care of equipment. The method of taking care of it between practice sessions and between games is a big factor in determining the durability and appearance of the equipment.

Wet and perspiration-soaked cotton and woolen equipment must be thoroughly dried between practice sessions or games. Also, it must be laundered or dry-cleaned frequently. Shoes should be brushed with a stiff brush and oiled. Pads should be dried thoroughly, washed with saddle soap, painted and shelled.⁴

Unless all students have a respect for property and are indoctrinated with a desire to care for their equipment properly, considerable unnecessary damage and loss will be incurred.

Taking the best possible care of the equipment can prove to be the greatest single money-saver in the athletic budget. A well organized program for the care of athletic equipment should follow this general pattern: (1) an adequate room for the storage of equipment; (2) a good marking system; (3) efficient issuance of equipment; (4) proper care of equipment; (5) a positive program for educating the students to respect and care for equipment.

⁴Charles E. Forsythe, The Administration of High School Athletics, (New York: Prentice-Hall, Inc., 1948), p. 218.

The writer over a period of time had several personal interviews with the late Les Needham, trainer for Wichita University, Wichita, Kansas. Some very valuable information was collected during these interviews concerning care and storage of football equipment. Listed below are some hints the writer has prepared for the care of football equipment in different classifications:

Leather goods: Cleanliness is the first order in the preservation of leather goods. Leather can be cleaned with a special type of commercial cleaner and preservative or with saddle soap. If these are not available, soap and a damp cloth may be used, followed by a thin coating of wax for inflated balls and neats-foot oil for other leather goods, such as football shoes.

Proper drying of leather goods which have become wet may mean the difference between a stiff, harsh piece of equipment, which grows old before its time, and a piece which returns to normalcy without undue shortening of its life.

Textiles: Mildew is a destructive enemy of athletic wear. Care must be taken to see that wool, cotton, or rayon garments are kept clean and stored in dry, well ventilated rooms. The same is true of body pads, helmet linings, yarn windings of balls, and similar items containing fabric.

Wooden equipment: Heat is the enemy of wood. It is therefore important to keep wooden equipment away from

excessive amounts of heat. Once a week, all wooden articles should be wiped with a cloth soaked in linseed oil.

Metal equipment: Metal equipment must be kept oiled or painted to prevent rusting.

Rubber goods: Soap, water, and "elbow grease" are the necessary agents for keeping rubber goods clean. Oil or grease deteriorate rubber and should therefore be promptly removed. Avoid excessive exposure to heat.

In a high school situation the football coach must pay special attention to protective equipment that is supplied to athletes. In Indiana,⁵ for example, there is a high school insurance plan, but the coach may still be held liable for injuries sustained by a player if gross negligence on the part of the coach is discernible. School and township money is almost untouchable by legal proceedings and, to alleviate any blame, those authorities must prove that they had a qualified and licensed instructor on the job. Suit-conscious parents can cause trouble if gross negligence by the coach is suspected. The coach must pay attention to details.

To provide items of protective equipment is but a part of the problem concerning equipment. The equipment must be

⁵Kenneth L. Meyer, "Protective Equipment for High School Football," Safety Education, XXX (November, 1950), p. 12.

inspected and checked carefully to see that it is adequate protective equipment.

Providing adequate protective equipment and inspecting such equipment are still not precautions enough. The player must be instructed in the proper way to care for it. No player is so much of a veteran that he cannot heed and use a reminder to attend to the details of properly wearing and caring for his gear. In a number of studies that have been made on football injuries, there have been very definite suggestions that the fit of any item of protective equipment is of prime importance.⁶

Shoulder and hip pads are a problem of care and storage. They should be checked periodically for broken stitches, cracked fiber, torn elastic straps, broken laces, pulled eyelets, and other items that will necessitate replacement or repair. The pads should be checked for cleanliness before being stored. They are sterilized by re-conditioners, but the best the coach can do is to specify how the cleaning should be done by the managers. The padding may be washed with a mild solution of soap and water. Press out all excess water from the padding. When hung to dry, the padding should be faced out and kept away from metal hooks. Padding should then be dried at room temperature.

⁶Ibid., p. 13.

Fiber and laminated paper can be reshaped when wet if necessary. After being dried, the fiber should be treated with shellac, varnish, wax, or some protective coating. Moulding and corrugation produce a rigidity that is only slightly resilient. A protective coating helps to prevent scuffing and disintegration of the fibre. The leather connectors should be oiled before storage. Pads should be tagged when inspected if the minor repair work is to be done later. Those needing major repairs should be classified and placed in a container marked "repair."⁷

The coach must accept the fact that repair is an inevitable outcome of wear. The repair time element of a piece of equipment will be proportional to the wear it was subjected to and its care; an additional reason for increased care of equipment. Therefore, the repair of athletic equipment is not the practical issue that care is, but it becomes a monetary matter.

Coaches would profit by investigating the possibilities of repairing their own equipment. The extent to which it should be repaired depends upon the size of the school and amount of athletic equipment handled.

⁷Kenneth L. Meyer, Purchase, Care and Repair of Athletic Equipment, (St. Louis: Educational Publishers, Inc., 1948), p. 16.

IV. STORAGE

At the close of a football season, the coach is faced with the problem of storing his equipment until the next season. The writer believes it a common method was used by the coaches, the savings from preventing losses and deterioration will be considerable. Proper storage lends a neat appearance to the room itself, and, more important, aids in taking inventory, ordering new equipment, facilitates planned buying, and helps in the issuance of equipment. The writer has listed below some hints for storing football equipment that he believes will be helpful.

Shoulder pads: In storing shoulder pads, the old fashioned hall tree can be utilized with great success by affixing the pads one on top of the other on the tree. Using this method you can stack twenty or thirty shoulder pads in a space the width and length of the pad.

Hip pads: Hip pads can be hung overhead on a piece of two by four by inserting hooks on the board and hanging the pads by the buckles.

Shoes: Shoes should be kept in pairs, and can be stored in used shoe boxes or placed on a dry floor. If there is any sign of dampness or mildew in the building, boards should be placed on the floor and the shoe laid on the boards. Mr. Needham, in his storage of football equipment, explained

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to the writer how he uses pigeon hole shelves for storing of shoes. Each pigeon hole is large enough for only one pair and each pigeon hole is numbered the same as that pair of shoes.

Knit goods: Knit goods such as jerseys can be suspended on hangers or folded squarely for easy stacking.

Helmets: Helmets may easily be stored by stacking them on a shelf or by fitting them on homemade hangers and hanging them from the ceiling out of the way.

V. EQUIPMENT MANAGERS

The writer feels a large share of responsibility affecting the life of football equipment lies within the duties of the equipment manager. The coach should be aware of the factors to be considered in the selection of a person for this particular job. The writer feels that whether the school is large or small, there are many opportunities for student managers to render service and gain experience which may be applied to future opportunities. A student manager may be elected or appointed, but he should not be a member of the football team.

The duties of an equipment room manager are explained very aptly by Kenneth L. Meyer, in Purchase, Care, and Repair of Athletic Equipment:⁸

⁸Ibid., pp. 64-65.

1. To keep the room clean and orderly. This also means orderly replacement of unused items on the shelves.
2. To prepare, with the counsel of the coach, a list of all practice and game equipment used in the sport. This list should be posted in a conspicuous place and referred to any time it is necessary.
3. To keep equipment clean. Much of this may be done outside of the equipment room.
4. To work with the coach on all incoming shipments, their marking, placement on the inventory, and storage.
5. To issue equipment in a manner specified by the coach.
6. To take care of the team by replacing torn, ill-fitted or worn out equipment when necessary; issuing clean towels and equipment; checking in valuables during practices and games, and any other duties that may be performed as a service to the team.
7. To prepare equipment for team trips in the manner prescribed by the coach.
8. To make minor repairs if possible such as re-cleating football shoes, etc.
9. To check in all gear in an orderly manner.
10. To prepare, with the coach, shipments of equipment to the cleaners, reconditioners or launderers.
11. To store all equipment properly after the season has ended.

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~~CHAPTER III~~

PRESENTATION AND ANALYSIS OF DATA

I. FINDINGS ON FINANCE AND PURCHASING PROCEDURES

Background. In an attempt to make an accurate comparison of the data collected, several questions in the questionnaire were asked that did not affect directly the problems of purchase, care, repair, and storage of football equipment. It was felt that in order to understand these problems, this background information would be important. Most of this data are presented in the form of tables.

The writer was interested in the degree the responding coaches held to compare preparation. Table II shows the number and percentages of different degrees held by the responding coaches. Eleven, or 36.66 percent, of the responding coaches had Master of Arts degrees while six, or 20.00 percent, with Arts of Bachelor degrees was second. Table II indicates that in large schools in the North Central Association, the percent of degrees above the baccalaureate degree held by responding coaches, was quite high. Forty percent of the responding coaches who held baccalaureate degrees indicated they were working toward a higher degree.

TABLE II

DEGREES THE RESPONDING COACHES HOLD

States	A.B.		B.A.		B.S.		M.A.		M.S.		M.E.	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Colorado	1	20.00	0	.00	2	40.00	1	20.00	1	20.00	0	.00
Indiana	0	.00	0	.00	0	.00	1	100.00	0	.00	0	.00
Iowa	0	.00	0	.00	1	100.00	0	.00	0	.00	0	.00
Kansas	1	25.00	1	25.00	0	.00	1	25.00	1	25.00	0	.00
Michigan	2	25.00	1	12.50	1	12.50	3	37.50	1	12.50	0	.00
Minnesota	1	50.00	0	.00	0	.00	0	.00	0	.00	1	50.00
Ohio	0	.00	1	25.00	1	25.00	2	50.00	0	.00	0	.00
Oklahoma	1	33.33	1	33.34	0	.00	1	33.33	0	.00	0	.00
South Dakota	0	.00	0	.00	0	.00	1	100.00	0	.00	0	.00
Wisconsin	0	.00	0	.00	0	.00	1	100.00	0	.00	0	.00
Total	6	20.00	4	13.34	5	16.66	11	36.66	3	10.00	1	3.34

The question of how adequate was their education, or experience, with regards to the purchase, care, repair, and storage of athletic equipment, was also asked the coaches of responding high schools. Table III shows that twenty-three, or 76.67 percent, of the responding coaches said their experience was inadequate. Five, or 16.67 percent, of the same coaches said they had no experience in these phases of athletic equipment. In summary, Table III indicates that although a large percent of the responding coaches held degrees above the baccalaureate degree, they were most dissatisfied with their training or experience. In explaining this, it may be that the larger schools have more complex problems in this area, or it may be that coaches with more training realize more keenly their inadequacies.

TABLE III

THE USEFULNESS OF RESPONDING COACHE'S TRAINING

Item Classification	Number	Percent
Very Adequate	1	3.33
Adequate	1	3.33
Inadequate	23	76.67
None	5	16.67
Total	30	100.00

If the coaches had some training before coaching, the question was asked as to where they obtained it. Table IV shows the data tabulated as received from the responding schools and has the percentage beside the items listed by the responding coaches. Of the responses received, seven, or 28.00 percent, said their training came from being an assistant coach, while five, or 20.00 percent, said their training came from observation. Only one responding coach received his previous training from courses obtained in college.

TABLE IV

SOURCE OF TRAINING BEFORE COACHING

(N = 25)

Item Classification	Number	Percent
College Course	1	4.00
Athletic Assn.	2	8.00
Manager	3	12.00
In Service	3	12.00
Observation	5	20.00
Ass't Coach	7	28.00
Salesman	1	4.00
College Trainer	3	12.00
Total	25	100.00

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Finance. Finance problems were not covered to a great extent in the questionnaires mailed to the coaches of the North Central Association. The one question asked, was whether or not the football program in the responding high school was paying for itself in terms of gate receipts, including student activity funds. Table V shows that twenty-four, or 80.00 percent, of the responding coaches replied "yes," while five, or 16.66 percent, replied "no," and one, or 3.34 percent did not answer. In summary, Table V indicates that most of the larger schools in the North Central Association have self-supporting football programs.

TABLE V

SELF-SUPPORTING HIGH SCHOOL PROGRAMS

States	<u>Yes</u>		<u>No</u>		<u>Did Not Answer</u>	
	No.	Percent	No.	Percent	No.	Percent
Colorado	4	80.00	1	20.00	0	.00
Indiana	1	100.00	0	.00	0	.00
Iowa	0	.00	0	.00	1	100.00
Kansas	4	100.00	0	.00	0	.00
Michigan	6	75.00	2	25.00	0	.00
Minnesota	2	100.00	0	.00	0	.00
Ohio	3	75.00	1	25.00	0	.00
Oklahoma	3	100.00	0	.00	0	.00
South Dakota	0	.00	1	100.00	0	.00
Wisconsin	1	100.00	0	.00	0	.00
Total	24	80.00	5	16.66	1	3.34

Purchase. In the questionnaire mailed to the coaches, several questions were asked dealing with the problem of purchasing football equipment in the larger high schools of the North Central Association. Table VI shows who purchases athletic equipment in these high schools. Of the responding questionnaires, fifteen, or 50.00 percent, showed the combination of the athletic director and coach doing the purchasing, while eight, or 26.67 percent, showed the coach of the sport doing the purchasing. In summary, Table VI indicates that the athletic director in the responding schools play a large roll in the purchasing of athletic equipment.

TABLE VI

PERSONS WHO PURCHASE ATHLETIC SUPPLIES

Item Classification	Number	Percent
Athletic Director	4	13.34
Coach of Sport	8	26.67
Principal and Coach	1	3.33
Athletic Director & Principal	1	3.33
School Board	1	3.33
Athletic Director & Coach	15	50.00
Total	30	100.00

Table VII deals with what coaches felt was their biggest problem when faced with the purchase of football equipment. Table VII shows that the largest number, fourteen, or 46.68 percent, felt that quality selection presented the biggest problem, while ten, or 33.33 percent, felt that budgeting presented the biggest problem in purchasing football equipment.

TABLE VII

BIGGEST PROBLEM FACING COACHES IN PURCHASING
FOOTBALL EQUIPMENT

Item Classification	Number	Percent
Quality Selection	14	46.68
Budgeting	10	33.33
Where to Buy	1	3.33
When to Buy	3	10.00
No Problems	1	3.33
Did Not Answer	1	3.33
Total	30	100.00

Many factors determine the individual coach's reasons for purchasing supplies and equipment. The writer listed some reasons and asked coaches to check as many as they considered and to list any other that were not listed in the questionnaire. Table VIII shows that an overwhelming majority of coaches felt that needs according to inventory was the largest factor in the purchasing of equipment. Twenty-one, or 70 percent, felt inventory presented the biggest problem while four, or 13.34 percent, coaches felt past receipts presented the biggest problem.

TABLE VIII

FACTORS ON WHICH COACHES BASE
PURCHASING OF EQUIPMENT

Item Classification	Number	Percent
No Factors	1	3.33
Past Receipts	4	13.34
Inventory	21	70.00
Anticipated Funds	2	6.67
Team Prospects	1	3.33
Safety Factors	1	3.33
Total	30	100.00

An inventory is a detailed account or schedule. It can become quite elaborate. The coach should be interested in keeping it as simple as possible; yet it should do an adequate job. In making an inventory, it is desirable that some type of form be used. A sample inventory sheet has been provided in the Appendix of this study. The disposition of copies of the inventory, other than the coach's file, will vary. The athletic director, and sometimes the principal, will usually desire a copy for their files. The coaches of the responding schools were asked if they maintained a running inventory of equipment and supplies. Twenty-four, or 80.00 percent, replied that they did maintain a running inventory while six, or 20.00 percent, replied that they did not.

The writer wanted to know what the price range was that the coaches had in mind when they purchased the football equipment that comes into actual contact with the players. Twelve items were listed for the coaches to check as to whether they were purchased in the high, medium, or low price range. Also, if the boys furnished a particular item the coaches were to check this. Table IX discloses that the average coach bought the biggest part of his equipment in the high price range.

TABLE IX

PRICE RANGE PREFERRED WHEN COACHES

BUY EQUIPMENT

(N = 30)

Equipment Items	<u>Percent of Schools</u>			Furnish Own
	<u>High</u>	<u>Price Range</u> Medium	<u>Low</u>	
Helmets	93.94	6.06	.00	.00
Shoulder Pads	78.79	21.21	.00	.00
Hip Pads	63.64	36.36	.00	.00
Thigh Pads	66.67	33.03	.00	.00
Game Pants	45.46	48.48	6.06	.00
Practice Pants	12.50	81.25	6.25	.00
Game Jerseys	51.52	42.42	6.06	.00
Practice Jerseys	21.22	69.69	9.09	.00
Shoes	48.40	16.12	.00	35.48
Footballs	96.97	3.03	.00	.00
Ath. Supporters	50.00	18.76	.00	31.24
Sweat Socks	34.38	34.38	.00	31.24

The coaches were asked if they were satisfied, in general, with the quality of the equipment they bought. Twenty-five, or 75.00 percent, of the coaches answered that they were well satisfied while the remaining five, or 25.00 percent, answered that they were satisfied.

Protective equipment is designed primarily to protect the bony regions of the body such as the hips, shoulders, knees, ect. The question of what the coaches felt was most important when they bought protective equipment was asked. Twenty-eight, or 93.33 percent, answered that the most important factor considered was the protection it gave the player. Two, or 6.67 percent, felt that cost of equipment was the most important factor.

Non-protective equipment is defined primarily as that equipment other than protective equipment. The writer expresses non-protective equipment as including jerseys, pants, socks, t-shirts, supporters, ect. The responding coaches were asked what they felt was most important when buying non-protective equipment. Twenty-four, or 80.00 percent, answered that material was the most important factor. Four, or 13.33 percent, felt that the ability to be easily laundered was most important. Two, or 6.67 percent, felt that the cost of equipment was most important.

Every coach should have a file of various firms handling various items of athletic equipment. These files should

This

be complete in every way. They should contain the prices, quality of individual items, age, ordering time, discount, ect. The question was asked if the coaches kept a current file containing names of reliable firms handling various items of athletic equipment. All thirty-three schools, or 100.00 percent, replied that they did keep such files.

The coaches were asked if they ever purchased equipment on credit. Nineteen, or 63.33 percent, replied they did not while eleven, or 36.66 percent, replied they did purchase equipment on credit.

An ideal way of purchasing equipment, and yet obtain the lowest possible price for a particular item, is to purchase from companies after they have submitted bids on the specified items that the coach wants to buy. Table X shows that eighteen, or 60.00 percent, purchase only from submitted bids while ten, or 33.34 percent, purchase from submitted bids to some degree. Only two, or 6.66 percent, replied that they did not purchase from submitted bids. In summary, Table X discloses that a large majority of the larger schools in the North Central Association purchase from submitted bids.

TABLE X

SCHOOLS IN WHICH PURCHASE IS MADE
FROM SUBMITTED BIDS

States	Yes		No		To Some Degree	
	No.	Percent	No.	Percent	No.	Percent
Colorado	3	60.00	1	20.00	1	20.00
Indiana	0	.00	0	.00	1	100.00
Iowa	1	100.00	0	.00	0	.00
Kansas	2	50.00	0	.00	2	50.00
Michigan	4	50.00	1	12.50	3	37.50
Minnesota	2	100.00	0	.00	0	.00
Ohio	2	50.00	0	.00	2	50.00
Oklahoma	3	100.00	0	.00	0	.00
South Dakota	0	.00	0	.00	1	100.00
Wisconsin	1	100.00	0	.00	0	.00
Total	18	60.00	2	6.66	10	33.34

The requisition is a form upon which the coach states his needed items, discription, and cost, and sends it to some higher organization or individual authority. A sample requisition form can be found in Appendix C of this study. Table XI shows what percent of the larger high schools in the North Central Association, according to the returns, have formal requisition blanks for the purchase of athletic equipment. Nineteen, or 63.34 percent, of the responding coaches reported that they had no formal requisition form while eleven, or 36.66 percent, said they had such a form. In summary, Table XI shows that a standard, formal, requisition form is needed in the responding high schools.

Category	Number of Schools	Percentage
No formal requisition form	19	63.34
Formal requisition form	11	36.66
Total	30	100.00

The requisition is a form upon which the coach states his needed items, discription, and cost, and sends it to some higher organization or individual authority. A sample requisition form can be found in Appendix C of this study. Table XI shows what percent of the larger high schools in the North Central Association, according to the returns, have formal requisition blanks for the purchase of athletic equipment. Nineteen, or 63.34 percent, of the responding coaches reported that they had no formal requisition form while eleven, or 36.66 percent, said they had such a form. In summary, Table XI shows that a standard, formal, requisition form is needed in the responding high schools.

Category	Number of Schools	Percentage
No formal requisition form	19	63.34
Formal requisition form	11	36.66
Total	30	100.00

TABLE XI

SCHOOLS WHICH HAVE A FORMAL REQUISITION BLANK

States	<u>Yes</u>		<u>No</u>	
	No.	Percent	No.	Percent
Colorado	2	40.00	3	60.00
Indiana	0	.00	1	100.00
Iowa	1	100.00	0	.00
Kansas	1	25.00	3	75.00
Michigan	3	37.50	5	62.50
Minnesota	0	.00	2	100.00
Ohio	1	25.00	3	75.00
Oklahoma	2	66.66	1	33.34
South Dakota	0	.00	1	100.00
Wisconsin	1	100.00	0	.00
Total	11	36.66	19	63.34

II. METHODS USED IN CARE AND REPAIR OF EQUIPMENT

Care and repair of equipment. An attempt was made in this study to find out if the responding high school coaches made it a practice to completely renovate the equipment and supplies at the close of each football season. Twenty-six, or 86.67 percent, replied that they did have all football equipment completely renovated at the end of the football season, while four, or 13.33 percent, replied that they did not renovate all equipment at the end of the season.

In a few of the larger schools the repair rooms are so completely equipped that all athletic equipment can be repaired. The practice, in the majority of the schools, according to Table XII, is to make simple repairs and to send the remaining equipment in need of repair to local companies or professional reconditioning concerns. Any repair that can be made to meet the purpose for which the repaired object is intended, and that can be achieved with a minimum amount of repair equipment, is a minor repair.

The question was asked as to how the coach solves his repair problems. Table XII shows that of the responding schools, twenty-one, or 70.00 percent, said that the manager or coach does the minor jobs and that major jobs are sent to reconditioning companies. Seven, or 23.34 percent, said that they send all repair work to reconditioning companies. Only one school reported that they do all reconditioning work themselves.

TABLE XII

DISPOSITION OF REPAIR PROBLEMS

Disposition for Repair	Number	Percent
Manager or self does minor jobs, major jobs to reconditioning company	21	70.00
Throw gear away	1	3.33
Reconditioning Co.	7	23.34
Manager or self does all	1	3.33
Total	30	100.00

Issuance of equipment. An efficient method for issuing and keeping records of equipment is essential in athletic management, in order that equipment may be preserved and the expenses for such items kept to a minimum.

Every piece of equipment should be accounted for, a desirable method of keeping record of equipment is through a card system. A sample of two equipment cards may be found in Appendix C of this study.

The coaches were asked if they had a standard system regarding the issuance, use and return of athletic equipment. All responding coaches replied that they had such a system

for issuance and return of athletic equipment. Only one responding coach stated that he had a system containing all three items.

this

Marking systems. All athletic equipment of a school should be marked in some way in order to identify it. The usual way of doing this is to stencil or stamp the name or initials of the school on the equipment. This one identification does not suffice for items of athletic clothing, however. The items issued to each player should also be numbered in order to help trace any missing article. The name of the school, a number, and the size should appear on each garment. All items of one type should be marked consecutively. An example of stencil marking is "60-M-1;" 60 gives the year the gear was purchased, M is for medium size, and 1 is the number of the item as it is unpacked and placed on the shelf.

Data was collected in the questionnaire to determine how many of the responding schools had a marking system for their equipment. Twenty-six, or 86.66 percent, said they had a definite marking system and four, or 13.34 percent, said they did not.

The responding coaches were also asked in what ways their system aided them. Table XIII shows that fifteen, or 50.00 percent, felt that inventory was the most useful. Ten, or 33.34 percent, felt that identification was the most useful.

TABLE XIII

WAYS IN WHICH MARKING SYSTEMS ARE USEFUL TO COACHES

Usefulness of Marking System	Number	Percent
Identification	10	33.34
Check Out	3	10.00
Equipment Age	1	3.33
Inventory	15	50.00
Planned Buying	1	3.33
Total	30	100.00

Laundry methods. Clean equipment in athletics is a necessity. It is unsanitary and detrimental to the health of the player to put on damp, and dirty uniforms. In addition to the sanitation factor, coaches are faced with the economic factors of the problem and must pay commercial laundries larger sums of money as the athletic program grows. It is the belief of the writer that if the schools had their own laundries, the performance could actually be bettered and the cost of laundry services could be reduced to a minimum. The work of laundering the equipment could well be done by the equipment manager, the custodian, or student help.

In the questionnaire, the North Central Association coaches were asked where their athletic equipment was laundered. Table XIV shows the data collected on this particular subject. Of the responding coaches, twenty, or 66.66 percent, said that a local laundry does theirs. Seven, or 23.34 percent, replied that they laundered part of their own equipment, and sent the rest to a local laundry.

TABLE XIV

WAYS IN WHICH SCHOOLS LAUNDRER EQUIPMENT

Item Classification	Number	Percent
School Laundry	2	6.66
Local Laundry	20	66.66
Part School-Part Local	7	23.34
Did Not Answer	1	3.34
Total	30	100.00

Cleanliness presents a big problem for the high school coach, particularly in dealing with towel situations. The coaches were asked what system they used for towels in their high school. Twenty-two, or 73.34 percent, replied that the school provides and cleans the towels. Eight, or 26.66

percent said that a commercial laundry provides and cleans the towels.

this

Storage. Adequate storage space can be quite a problem in any high school. Proper storage, in the space available, would seem to eliminate many of the storage problems. The coaches were asked if they had a storage room for their equipment which was adequate in size and facilities for storage. Nine, or 30.00 percent, said their storage rooms were adequate while twenty-one, or 70.00 percent, replied that their storage rooms were not adequate.

Table XV shows the data collected concerning the work of checking equipment in and out, and the storing of their equipment. Of the responding schools sixteen, or 53.33 percent, said that this responsibility belonged to the manager. Six or 20.00 percent, said that the equipment manager handled this job.

The coaches were asked just how they handled their equipment managers. One factor the coaches might be that there was no way the average person, equipment manager, table of the, equipment, or equipment managers have also

TABLE XV

PERSONS WHO CHECK EQUIPMENT IN AND OUT AND STORE GEAR

Item Classification	Number	Percent
Coach	2	6.67
Manager	16	53.33
Students	3	10.00
Equipment Manager	6	20.00
Assistant Coach	3	10.00
Total	30	100.00

this Equipment managers. A large share of responsibility affecting the life of football equipment lies within the duties of the equipment manager. The coach should be aware of the factors to be considered in the selection of a person for this particular job.

The coaches were asked just how well trained were their equipment managers. One factor the writer wishes to point out is that there was no way of knowing, from this study, what the average responding coach considers to be an adequately trained manager. Table XVI shows that of the responding coaches, eighteen, or 60.00 percent, felt that their equipment managers were adequately trained. Seven, or

23.34 percent, felt that they were inadequately trained.

END

TABLE XVI

QUALITY OF TRAINING OF EQUIPMENT MANAGERS

Quality of Training	Number	Percent
Well Trained	5	16.66
Adequately Trained	18	60.00
Inadequately Trained	7	23.34
Total	30	100.00

College course. If the field of physical education is going to keep improving, it must provide instruction and facilities to the students of physical education that stress new techniques and improvements. In the questionnaire, the responding coaches were asked if they believe a college course, in the area of this questionnaire, should be an integral part of the training of every coach. The answer was a unanimous "yes."

If the coaches thought such a course should be offered, the writer asked them to list what should be included in such a course. In summary, Table XVII shows that the highest percentage believe factors in buying, care and treatment of

equipment, invoice systems, care and storage and renovation of equipment should be included in a college course.

TABLE XVII

COACHES' SUGGESTIONS AS TO TOPICS WHICH SHOULD
BE INCLUDED IN A COLLEGE COURSE IN
HANDLING ATHLETIC EQUIPMENT

(N = 30)

Item Classification	Number	Percent
Factors in Buying	30	100.00
Care and Treatment of Equipment	30	100.00
What is Good Equipment	17	56.66
Marking Systems	21	70.00
Invoice Systems	30	100.00
Care and Storage	30	100.00
Renovation of Equipment	30	100.00
Cleaning and Laundry System	20	66.66
Method of Training a Manager or Trainer	23	76.66
Budget and Finance	3	1.00
Repair Companies	10	33.33
Quantities to Acquire	9	30.00

Many coaches who favored a college course wrote comments on the returned questionnaires. These viewpoints, of coaches already in the field of physical education, are listed below:

Coach A: "Knowledge of equipment is one of the most important factors in coaching."

Coach B: "This is very important, especially if a coach is going into the field without competing in college sports."

Coach C: "You have a good subject to work with. Hope you can help promote a college course that will better inform prospective coaches in care of equipment."

Coach D: "Would eliminate trial and error method of caring for equipment."

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

In an attempt to promote improvement, the coaches were asked if they wanted the results of this study sent to them. All responding coaches wanted a summary. This may indicate the degree of concern among coaches on this topic.

An attempt has been made to prepare a concise summary of the data collected from the questionnaires mailed to coaches from selected high schools in the North Central Association. Listed below are the pertinent items collected by the writer from a summary:

1. Thirty, or 83.33 percent, of the total number of questionnaires mailed to coaches in the North Central Association, were returned.

2. A majority of coaches in the larger schools of the North Central Association hold the Master of Arts degree. Fifty percent of these coaches hold a degree above the baccalaureate degree.

3. While fifty percent of the coaches in the larger schools hold Master degrees, they are the most dissatisfied with their training or experience.

4. The largest number of the responding coaches said that their training, before coaching, came from being an

assistant coach.

5. Eighty percent of the responding schools have self-supporting football programs.

6. In these larger schools, fifty percent of the schools answered that a combination of the coach and athletic director did all the purchasing of athletic equipment.

7. Fourteen, or 46.68 percent, schools indicated that quality selection presented the biggest problem when faced with the purchase of football equipment.

8. The main factor that determined the coaches reasons for purchasing supplies and equipment was needs according to inventory.

9. Eighty percent of the schools answered that they did maintain a running inventory of equipment and supplies.

10. The average coach of the responding schools buys the biggest part of his equipment in the high price range.

11. Seventy-five percent of the responding coaches are well satisfied with the quality of the equipment they buy.

12. Twenty-eight, or 93.33 percent, coaches said that the most important factor, when buying protective equipment, was the protection it gave the player. Two coaches felt that cost of the equipment was the most important factor.

13. Twenty-four, or 80.00 percent, answered that type of material was the most important factor when buying non-protective equipment.

14. All responding schools keep a current file containing names of reliable firms handling various items of athletic equipment.

15. A majority of the responding schools do not buy equipment on credit.

16. Eighteen, or 60.00 percent, of the responding schools purchase equipment only from submitted bids, while ten, or 33.34 percent, purchase from submitted bids to some degree.

17. Sixty-three percent of the responding schools reported that they had no formal requisition blanks. According to this return, a formal requisition blank is needed in the responding high schools.

18. Eighty-six percent of the responding coaches have all football equipment completely renovated at the end of the football season.

19. A majority of the schools make simple repairs and send the remaining equipment in need of repair to local companies or professional reconditioning companies.

20. All responding coaches have a standard system regarding the issuance and return of athletic equipment. Only one coach replied that he had a system which included a section for use of equipment.

21. In a majority of the responding schools, marking systems aid inventory and identification.

22. Sixty-six percent of the responding coaches in the North Central Association, said that their laundry is sent to a local laundry. Twenty-three percent do part of their laundry at school and send the rest to a local laundry.

23. Towels are provided and cleaned by a large majority of the responding schools in the North Central Association.

24. Seventy percent of the responding schools do not have storage rooms that are adequate.

25. The manager or equipment manager is responsible for checking equipment in and out, and storing of this equipment in seventy-three percent of the responding schools.

26. Only sixteen percent of the responding coaches felt their managers were well trained. Sixty percent felt their managers were adequately trained, and twenty-three percent felt that their managers were inadequately trained.

27. All responding coaches felt that a college course, in the area of this questionnaire, should become an integral part of the training of every coach.

28. The highest percentage of coaches believe factors in buying, care and treatment of equipment, invoice systems, care and storage, and renovation of equipment should be included in a college course.

II. RECOMMENDATIONS

1. All schools should standardize their equipment.
2. To promote better accounting, all schools should use the formal requisition form.
3. Managers should be better trained.
4. There should be an installation of marking systems in all schools.
5. More storage space should be allocated or coaches should learn to utilize more fully the room available.
6. All physical education majors should be required to take a course dealing with the purchase, care, repair, and storage of athletic equipment.
7. Such a course should contain at least the elements suggested by the responding coaches, in the North Central Association.

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advised to...
and of your football...
repair, and storage of football...

APPENDIX A

know this is an important time to return the football
questionnaire and is included with the...

SURVEY QUESTIONNAIRE AND COVER LETTER

questionnaire...
answered by a...
your cooperation is...
before August 1st

target...
-ley...
James

has no interest in
questionnaire. The
name of your school
be kept strictly

to the person who
by the writer
you may be able

Kansas State Teachers College
Emporia, Kansas
July 1, 1960

We need to strive continuously to improve every phase of physical education. I am especially interested in the suggestions of your football coach dealing with the purchase, care, repair, and storage of football equipment in your high school.

I know this is an inoportune time to reach the football coach. If he is not available, please have someone fill out the questionnaire who is familiar with the football situation in your school.

Enclosed is a questionnaire. I have phrased the questions so that they may be answered by a check mark or a few words. I will appreciate your cooperation in answering and returning this questionnaire before August 1st.

Respectfully yours,

Athletic Director	
Superintendent	
Principal	James D. Barger
Coach of sport	7215 E. Bayley
Principal in coop	Wichita 7, Kansas
Superintendent in charge of school	
Other	

JDB:bb
encl.

P.S.

The writer has no interest in indentifying the person who fills out the questionnaire. The only indentity the writer requests is the name of your school. Whether you sign or not, your answer will be kept strictly confidential.

A Study of Equipment Problems In Interscholastic Football
Of Selected High Schools In The North Central Association

Question

1. Degree (s) you hold: A.B. _____ B.S. _____ M.A. _____ M.S. _____
and others _____
2. Before you entered coaching, how adequate was your education or experience with regards to the purchase, care, repair, and storage of athletic equipment?
 - () Very adequate
 - () Adequate
 - () Inadequate
 - () None
3. If you had such knowledge before coaching, check the source below.
 - () College course
 - () Athletic association
 - () Sporting goods salesman
 - () Equipment manager
 - () Other _____
4. Does your school purchase athletic supplies for each sport separately?
Yes _____ No _____
5. Who does the athletic purchasing for your high school?
 - () Athletic director
 - () Superintendent alone
 - () Principal alone
 - () Coach of sport
 - () Principal in cooperation with coach
 - () Superintendent in cooperation with coach
 - () Other _____
6. What specific factors justify your purchase of supplies and equipment?
 - () No definite factor
 - () Funds available from receipts of past years
 - () Anticipated funds from this years receipts
 - () Team prospects
 - () Needs according to inventory
 - () Others _____

7. Are purchases made from submitted bids?

Yes No

8. Do you keep a current file containing names of reliable firms handling various items?

Yes No

9. Do you have the tools and materials needed to maintain all football equipment?

Yes No

10. Please check the price range you use when buying the following equipment?

	Price Range			
	High	Medium	Low	Boys furnish own
A. Sweat socks	()	()	()	()
B. Shoes	()	()	()	()
C. Athletic supporters	()	()	()	()
D. Footballs	()	()	()	()
E. Practice Pants	()	()	()	()
F. Practice jerseys	()	()	()	()
G. Game pants	()	()	()	()
H. Game jerseys	()	()	()	()
I. Helmets	()	()	()	()
J. Shoulder pads	()	()	()	()
K. Hip pads	()	()	()	()
L. Thigh pads	()	()	()	()

11. Are you satisfied, in general, with the quality of the equipment listed above?

Yes No

12. Which of the following do you feel is most important when you are buying protective equipment?

- () Cost of equipment
 () Protection if offers players
 () Other _____

13. Which of the following do you feel is most important when you are buying non-protective equipment?

- () Easily laundered
 () Material
 () Cost of equipment
 () Color schemes available
 () Other _____

14. Do you ever purchase equipment on credit?

Yes _____ No _____

15. Which of the following presents the biggest problem to you when purchasing football equipment?

- () When to buy
 () Where to buy
 () Budgeting
 () Selection
 () Other _____

16. Does your school have a standard requisition blank for the purchase of athletic equipment?

Yes _____ No _____

17. Do you maintain a running inventory of equipment and supplies?

Yes _____ No _____

18. Do you have a standard system regarding the issuance, use and return of athletic equipment?

Yes _____ No _____

19. Do you have a system of marking your equipment?

Yes _____ No _____

20. In which one or more of the following does your marking system aid?

- () Checking out equipment
 () Identification
 () Determining age of equipment
 () Making accurate inventory
 () Other _____

21. Are your equipment managers well trained?

- () Very satisfactory
 () Satisfactory
 () Not satisfactory

22. Do you completely renovate the football equipment at the close of each football season?

Yes _____ No _____

23. Do you have a storage room that is adequate for all of your football equipment?

Yes _____ No _____

24. Who does the checking in and out and storing of equipment?

() Coach
 () Manager
 () Students
 () Other _____

25. Where do you get your equipment laundered?

() School laundry
 () Commercial laundry
 () Other _____

26. What system is used for towels at your school?

() Boys provide and clean own
 () School provides and cleans
 () School provides and boy is responsible for cleaning
 () Other _____

27. Is the football program in your high school paying for itself in terms of gate receipts, including student activity funds?

Yes _____ No _____

28. Do you feel there is a need for a college course in the area of this questionnaire?

Yes _____ No _____

29. If yes, what things should be dealt with in the course?

() Factors in buying
 () Care and treatment of equipment
 () How to recognize good equipment
 () Marking systems
 () Invoice systems
 () Care and storage
 () Renovation of equipment
 () Cleaning and laundry system
 () Method of training a manager or trainer

30. If your answer to question 30 is no, please explain.

31. What is the approximate number of boys on your football squad?

32. Please indicate the name of your school.

33. If you wish a summary of the results of this study, please indicate your name and address.

Name _____
Street _____
City _____
State _____

Thank you for your prompt attention to this questionnaire.
Your answers will be treated confidentially.

Respectfully yours,

James D. Barger
7215 E. Bayley
Wichita 7, Kansas

States and SchoolsCityColorado

Colorado Springs
 East
 North
 South
 West

Colorado Springs
 Denver
 Denver
 Denver
 Denver

Indiana

Central

Muncie

Iowa

Davenport

Davenport

Kansas

East
 North
 Topeka
 Wyandotte

Wichita
 Wichita
 Topeka
 Kansas City

Michigan

Arthur Hill
 Birmingham
 Central
 Central
 Fordson
 Jackson
 Midland
 Muskegon
 Northwestern
 Pontiac Senior
 Saginaw
 Southeastern

Saginaw
 Birmingham
 Flint
 Kalamazoo
 Dearborn
 Jackson
 Midland
 Muskegon
 Detroit
 Pontiac
 Saginaw
 Detroit

Minnesota

North
 Roosevelt

Minneapolis
 Minneapolis

Ohio

Adams
 Central
 Cleveland Heights
 Parma
 Springfield Senior
 West Technical

Cleveland
 Cleveland
 Cleveland
 Parma
 Springfield
 Cleveland

States and SchoolsCityOklahoma City

Capitol Hill

Central

Will Rogers

Oklahoma City

Tulsa

Tulsa

South Dakota

Washington

Sioux Falls

Wisconsin

Washington

Milwaukee

APPENDIX C

SUGGESTED SAMPLE PAGES

Inventory of Equipment

High School

Class of _____ Season Year 196_

(Sport)

Name of Article	Last Invt. Count	Purchased During Season	Total	Good	Fair	To Be Destroyed	Lost	Est. Need Next Year
Jerseys								
Pants								
Shoes								
Helmets								
Sh. Pad								
Hip Pad								
Knee Pd								
Thi Pad								
Jocks								
Socks								
T-Shirt								
Towels								
Misc.								

Date of Inventory, _____ 196_ Coach _____

Ath. Dir. _____

St. Mgr. _____

Signed _____

Athletic Equipment Card

Date _____ 196_____

Name _____ Locker _____ Lock No. _____

Address _____ Combination _____

Article	Issued	Returned
Jersey		
Pants		
Shoes		
Helmet		
Shoulder Pads		
Hip Pads		
Knee Pads		
Thigh Pads		
Supporter		
Socks		
T-Shirt		
Towel		
Miscellaneous		

I hereby agree to be personally responsible for the care and keeping of the above articles and to return the same to the supply room upon the request of the school authorities.

Signed _____

