

A STUDY OF THE JUNIOR HIGH BASKETBALL PROGRAM  
OF THE CLASS AA SCHOOLS IN TEXAS

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Master of Arts

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by  
Weldon Duncan  
August 1955

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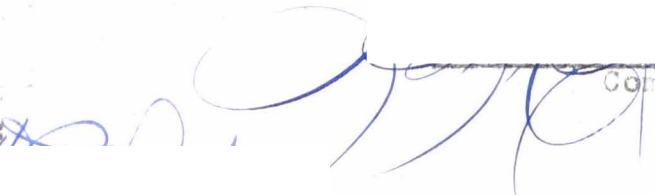
A THESIS

Approved:

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Committee

Approved: 

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Dean of the College



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### Purpose

It was the purpose of this study (1) to compare the procedures and practices of the different junior high schools of Class AA in the state of Texas in regard to the coaching phase and to the participation in the sport of basketball; (2) to present the findings in such a manner that the reader will have a better understanding of the fundamental methods and proceedings that go to make up the coaching of basketball in the junior high school.

### Methods.

Questionnaires relating to the junior high school basketball program were mailed to forty-eight junior high schools. Of these forty-eight, forty were answered for a return of 82.5 per cent.

The other sources of material used in this study were the publications which were found that related to the subject. The writers included Everett Dean, H. C. Carlson, S. E. Bilik, and others.

### Findings

The number of coaches employed by the different jun-

ior high schools varied from one to three and their salary ranged from \$2800.00 to \$6500.00 annually.

The average number of basketball games played per week was 1.875. The total number of games played during the 1954-55 season ranged from ten to thirty, with an average of 16.125. The number of basketball tournaments entered ranged from none to four, with an average of 2.75.

Ten schools did not charge admission to their junior high school basketball games. The average price charged was 9¢ for school children and 20¢ for adults.

The average daily practice period was eighty-one minutes. The average amount of the daily practice period spent on fundamentals was three-fifths or 60 per cent.

The number of balls used during daily basketball practice varied from two to fourteen, with an average of 6.2.

Twenty-nine schools did not require a health certificate of boys who participated in basketball.

Eighteen of the schools gave letters or awards to boys who participated in basketball.

This study showed the great variation in the policies in junior high school basketball. There is a need for some form of regulation in the schools to help govern the number of games played by the schools, health examinations for participants in the basketball program, and the financing



of the equipment, especially shoes.

One of the important problems that has been raised as a result of this study is the advisability of a program of state-wide standardization of the basketball program in the junior high schools of Class AA in Texas. In order to determine whether or not this would be desirable would require research beyond the limits of this investigation.

Approved:

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Supervising Professor

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

In this paper an attempt will be made to ascertain the practices and policies common to most junior high school basketball programs of Texas as well as those procedures peculiar to individual schools. As indicated in Chapter II there has been an increasing amount of interest shown in junior high school athletics by a number of people. This increased interest has in some cases directly or indirectly caused some confusion as to the exact place the different sports have in the junior high school program.

#### I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to compare the procedures and practices of the different junior high schools of Class AA in the state of Texas in regard to the coaching phase and to the participation in the sport of basketball; (2) to present the findings in such a manner that the reader will have a better understanding of the fundamental methods and proceedings that go to make up the coaching of basketball in the junior high school.

Importance of the study. Personality and character development are often stressed as the benefits of a well-



rounded athletic program. In addition to these, the building of sound bodies and the stabilizing of emotional control are contributions of that type of program in the building of better citizens. In spite, however, of the rather general recognition of these benefits by educators and the public, there is a vast difference in the emphasis placed on the basketball program in the junior high schools.

## II. DEFINITIONS OF TERMS USED

Organized district. In this paper an organized district will be considered as a group composed of a definite number of schools, usually not less than three and not more than seven, whose coaches attend annual or bi-annual meetings in order to make plans for the year. At this meeting the district games are scheduled and rules are formulated, revised, or reviewed.

"B" team. The "B" team referred to in this study is that team which is composed of players who do not play on the "A" or "first" team. The "A" team is usually made up of the best eight to twelve players. The rest of the squad, unless limited by some reason peculiar to some individual school, make up the "B" team.

Games. Unless otherwise identified, games in this paper refer to those contests that take place between two

different schools at a regularly scheduled time and place, with official referees and time-keepers. At no time is a scrimmage between schools or an intramural contest considered as a game.

### III. TECHNIQUES USED IN GATHERING INFORMATION

The available literature that seemed to be in any way related to the problem was searched out and reviewed. This material will be presented in Chapter II, entitled "General Practices and Related Material."

The other technique used in gathering information was by means of a questionnaire which, along with a self-addressed stamped envelope, was sent to the junior high coaches. A copy of the questionnaire may be found under Appendix at the back of this paper. The questionnaire asked for no information such as name of school or coach in order to avoid embarrassment. Information pertaining to finance, conditioning, and other policies of the junior high school in regard to the basketball program was requested. Other information was requested in regard to the practice periods, tournaments, equipment, number of games per week, number of serious accidents last year, and the salary range of the junior high school coach.

As is indicated in the title the entire area of the state of Texas is included in this study. The questionnaires

were mailed to forty-eight junior high schools. Of these forty-eight, forty were answered for a return of 82.5 per cent. All of the questionnaires returned were usable. 1548

To have a well-distributed group of schools was the objective. The manner in which these schools were selected is shown in Figure I on the following page and explained below.

As is shown in Figure I, Lines A and F divide the state into four large divisions, with the exception of the extreme southern section where, because of its shape, a single section was made. The extreme northern section of the panhandle was also made into a single section corresponding in approximate area with the other sections which were formed by the subdivision of the large portions by Lines B, C, D, E, G, and H. This created sixteen sections of approximately the same area, seven to the south of Line F and nine to the north of Line F. In Figure I these sections are numbered one through sixteen.

From each of the sixteen sections, three Class AA schools were chosen. The first step in the selection of the schools was to locate each Class AA school on the map of Texas and mark it. In each of the sixteen sections three of the schools which were marked were selected in order to give the best representation possible in that area. An example of the manner in which this was done is shown in the



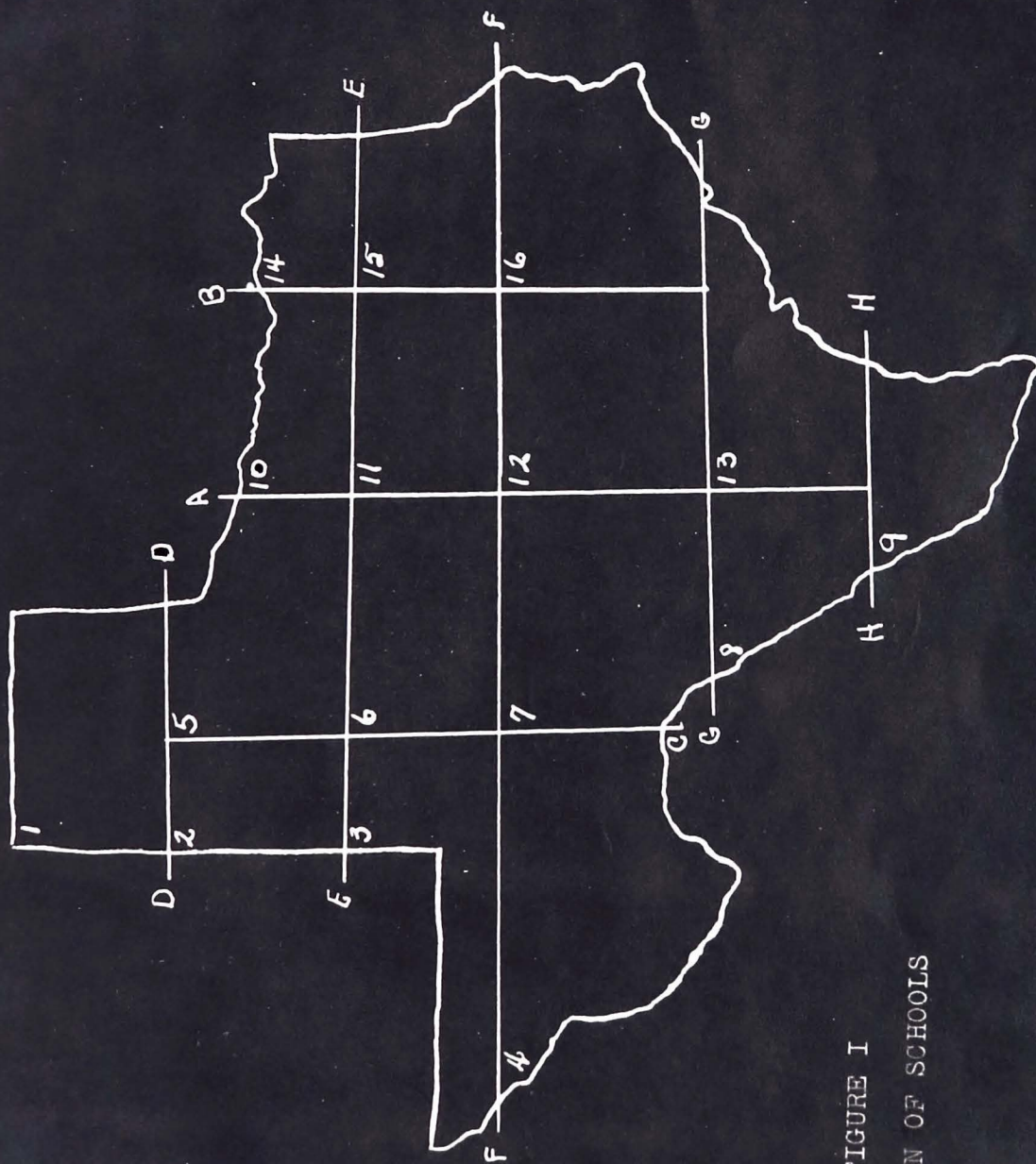


FIGURE I  
SELECTION OF SCHOOLS

Section 1 of the diagram in Figure I. In this way a fairly accurate representation of the state was the objective.

## CHAPTER II

### GENERAL PRACTICES AND RELATED MATERIAL

Before going further into this study, the present practices in regard to the general basketball program of the junior high schools should be reviewed along with some of the material written and published in relation to the subject. Part of this material was taken from the Athletic Journal, The Trainer's Bible, and other publications.

#### I. LITERATURE ON PRACTICES IN JUNIOR

##### HIGH SCHOOL BASKETBALL

General. When referring to the junior high school boy, Mr. H. C. Carlson in the Athletic Journal wrote that the boys of this age are full of energy and enthusiasm, with a keen desire to play basketball. In many schools there is the condition of wasted enthusiasm and energy. The boys are bubbling over with a desire to play and because many instructors lack the background or desire to develop an interest in the sport, this vast potential goes undeveloped. In the sport of basketball the boy learns that he must work systematically and with others in order to become proficient.<sup>1</sup>

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<sup>1</sup> H. C. Carlson, "Basketball in the Grades," Athletic Journal, November, 1929, p. 20.

The junior high school development has had its greatest impetus during the last thirty-five years.<sup>2</sup> The junior high schools in their early periods of establishment turned to the high school pattern of organization. Mr. Charles E. Forsythe, in his book The Administration of High School Athletics, states:

In many cases the junior high school became young high schools during the first few years of their existence. This tendency was especially noticeable in their athletic programs. Many junior high schools introduced the accepted athletic activities that had been sponsored for years in high schools and colleges. . . . Rules for games and sport activities were modified so they more nearly met the level of competition for students in grades 7, 8, and 9.<sup>3</sup>

Mr. Forsythe also states that since about 1930, there have been questions raised regarding the advisability of considering the junior high school as a young high school as far as its athletic program is concerned.<sup>4</sup>

For the last few years there has been a noticeable

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<sup>2</sup> Charles E. Forsythe, The Administration of High School Athletics, New York: Prentice-Hall, Inc., 1948, p. 396.

<sup>3</sup> Loc. cit.

<sup>4</sup> Ibid., p. 397.



increase in interest in the development of interscholastic competition for junior high school boys.<sup>5</sup> Mr. Forsythe states that:

Under no circumstances should junior high school athletics be conducted unless the best possible instruction (coaching) is available; adequate equipment and first-class playing facilities are provided; and games are limited in number and confined exclusively to junior high schools.<sup>6</sup>

As indicated in that book there have been arguments by some people that basketball is too strenuous a game for boys of the junior high school age.<sup>7</sup> In regard to this, an advanced class in basketball technique at the University of Indiana under the supervision of Everret Dean, the head basketball coach, made a survey in which they presented some statistics and averages of basketball games. Their study showed that statistics from actual games indicate that the average number of interruptions in a basketball game is one hundred and eight. These interruptions come as a result of field goals, foul goals, fouls by players, violations, jump-balls, out-of-bound balls, times-out, substitutions,

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<sup>5</sup>  
Ibid., p. 399.

<sup>6</sup>  
Loc. cit.

<sup>7</sup>  
Ibid., p. 20.

and rest periods. A close scrutiny of the nature of the interruptions shows that action during and immediately following an interruption is not strenuous, but is actually relaxing instead.<sup>8</sup>

Coach Dean's article also revealed that the average playing period without a stop is 16.3 seconds. This fact, plus the frequency and number of interruptions and certain prevailing styles of play which make for less action, is proof that basketball is no more strenuous than any other sport of that type.<sup>9</sup>

Statistics indicate that in the average basketball game there are twenty-two fouls called, nineteen jump-balls, fourteen free-throws, and thirty-eight out-of-bounds balls called. In an average game there are eighteen baskets made for each team.<sup>10</sup>

The responsibility of the boys' development rests on the coach.<sup>11</sup> Mr. Everett Dean, in his book Progressive

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Everett Dean, "Is Basketball Too Strenuous?"  
Athletic Journal, May, 1932, p. 15.

9

Loc. cit.

10

Loc. cit.

11

Everett Dean, Progressive Basketball, New York:  
Prentice-Hall, Inc., 1950, p. 7.

Basketball, states:

This is now and always will be the first responsibility of the coach. He should coach boys first and basketball second. If this policy is followed, greater success will be achieved by the team. Records show a strong correlation between the development of good citizens and winning teams. The coach who develops youth through athletics as an educational experience, and who uses sports as a technique of learning, will find his efforts well rewarded.

Athletics must be an educational experience to boys. As education is to our democracy so is athletics to education.<sup>12</sup>

The feeling seems to be coming more prevalent that there should be more interest in junior high school athletics, because such a policy is more in keeping with the principles of the junior high school.<sup>13</sup> A broader athletic program would enable more students to play more games, to extend and broaden their interests, and improve their skills.<sup>14</sup> Some of the values that coaches attempt to teach in the athletic program are:

1. Social emotional, personality, mental, and moral adjustments.

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<sup>12</sup>  
Ibid., p. 7.

<sup>13</sup>  
Forsythe, op. cit., p. 397.

<sup>14</sup>  
Loc. cit.

2. Leadership, followership qualities.
3. Respect for authority.
4. Development of good health habits.
5. Good citizenship.
6. Sportsmanship, or the Golden Rule.
7. Team play - work and play with others.
8. That with right goes responsibility.<sup>15</sup>

Athletics exist to keep alive the spirit of fun in youth; to provide a type of recreation which furnishes pleasure, happiness, and joy; to prolong the play time of youth and preserve the joyous zest of living.<sup>16</sup>

Athletics exist in order to contribute to a more healthy type of citizens. The building of sound bodies is but one contribution of the athletic program. Athletics should offer a broad and diversified program of activities which are adapted to the immediate and future needs of the individual boy.<sup>17</sup>

Coaches should know better than others that most scores and victories are soon forgotten. This is further proof that it is not

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<sup>15</sup> Dean, Progressive Basketball, op. cit., p. 7.

<sup>16</sup> Forsythe, op. cit., p. 401.

<sup>17</sup> Ibid., p. 402.

the victory that counts as much as how the victory was won. The proper training of boys has enduring qualities long remembered by all those who are interested in boys. 'Athletics are for boys and not boys for athletics.'<sup>18</sup>

That form of athletics is best for a student which most satisfies his needs. The keynote of junior high school athletics is participation by all. To this end each school should construct a comprehensive athletic program in which the carry-over value will be lasting.<sup>19</sup>

Sports are a means of expressing a phase of one's preparation for the game of life. General MacArthur said, 'On the fields of friendly strife are sown the seeds which in other years and on other fields will bear the fruit of victory.'<sup>20</sup>

In regard to the safety of the players, Mr. Forsythe gives the following suggestions for the coach of basketball:

1. Be sure of proper conditioning of all players.
2. Practice sessions should be well supervised and of not too great length.
3. Have a smooth, clean, but not slippery floor.

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<sup>18</sup>

Dean, Progressive Basketball, op. cit., pp. 7-8.

<sup>19</sup>

Forsythe, op. cit., p. 8.

<sup>20</sup>

Dean, Progressive Basketball, op. cit., p. 8.



4. Posts, players' benches, scoring tables, bleachers, and the like should be removed as far as possible from playing areas.
5. Give immediate attention to all injuries and infections. Report them immediately to a physician.
6. Keep all substitutes seated on benches.
7. Have ample space at the end of the court between end line and bleachers or wall.
8. Have first-aid kit on hand at all games and practice sessions.
9. Allow no injured players to participate in practice or games.
10. Check on proper equipment, especially shoes.
11. Keep players warm prior to participation.
12. Make frequent substitutions and instruct teams to take allowed rest periods.
13. Thorough examination of all players by regularly licensed and reputable physicians prior to practice periods.<sup>21</sup>

It is the duty of the coach to instill the trait of self-discipline in the boys who play basketball. He should also give them reason for confidence in themselves and in him, especially before games.<sup>22</sup> Fundamentals of the game of basketball, such as shooting, dribbling, and others,

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<sup>21</sup>

Porsythe, op. cit., pp. 280-281.

<sup>22</sup>

Nat Holman, Winning Basketball, New York: Charles Scribner's Sons, 1946, pp. 159-160.

should be taught by the coach. It is his duty to see that the boy develops these fundamentals to the greatest extent of his ability.<sup>23</sup>

In regard to the problem of the failure of academic work by athletes, Mr. Forsythe states:

If a program of educational guidance were established in each school and faculties understood and accepted the peculiar purposes of our separate institutions; if pupils were correctly assigned to curricula and courageously readjusted when deemed wise, the problem of scholastic eligibility would vanish from athletics, from the school, and from the home.<sup>24</sup>

One of the characteristics of the true coach is his willingness to give of his time to help others and to improve the standards of his profession.<sup>25</sup> The "Basketball Coaches' Creed" was written by George R. Edwards of the University of Missouri for the National Association of Basketball Coaches, and gives the ideal philosophy for the basketball coach:

I believe that basketball has an important place in the general educational scheme

<sup>23</sup>

Charles C. Murphy, Basketball, New York: A. S. Barnes and Company, 1946, pp. 11, 21.

<sup>24</sup>

Forsythe, op. cit., pp. 401-402.

<sup>25</sup>

Dean, Progressive Basketball, op. cit., p. 2.



and pledge myself to cooperate with others in the field of education to so administer it that its value never will be questioned.

I believe that other coaches of this sport are as earnest in its protection as I am, and I will do all in my power to further their endeavors.

I believe that my own actions should be so regulated at all times that I will be a credit to the profession.

I believe that the members of the National Basketball Committee are capably expressing the rules of the game, and I will abide by these rules in both spirit and letter.

I believe in the exercise of all the patience, tolerance, and diplomacy at my command in my relations with all players, co-workers, game officials and spectators.

I believe that the proper administration of this sport offers an effective laboratory method to develop in its adherents high ideals of sportsmanship; qualities of cooperation, courage, unselfishness and self-control; desires for clean, healthful living; and respect for wise discipline and authority.

I believe that these admirable characteristics, properly instilled by me through teaching and demonstration, will have a long carry-over and will aid each one connected with the sport to become a better citizen.

I believe in and will support all reasonable moves to improve athletic conditions, to provide for adequate equipment and to promote the welfare of an increased number of participants.<sup>26</sup>

Training rules. "Good training is the observance of everything that makes for good physical and mental condition."<sup>27</sup> Good training rules cannot be forced on a player. The manner in which a coach presents his training rules has much to do with the response he gets from the players.<sup>28</sup> Mr. Dean states:

Our training plan is elastic and based on principles of common sense and understanding. . . . We believe in as few rules as possible. . . . The observance of training rules by the coach presents the powerful rule of example. Good leadership by the captain and senior members of the squad will insure good training.<sup>29</sup>

In his book Rupp's Championship Basketball, Adolph F. Rupp states the things which he tells his basketball team at the beginning of the year:

Early in the year I have a frank talk with my squad. I talk along these lines: 'This is your team, not mine. I am not going to lay down a set of rules and training requirements. I haven't the time or the desire to check on you in order to enforce them. I am not a policeman. What results we accomplish this year in a large measure

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<sup>27</sup> Ibid., p. 95.

<sup>28</sup> Loc. cit.

<sup>29</sup> Loc. cit.

will depend on what you boys desire to do.  
 . . . Championships are won by hard work  
 and a willingness of the boys to sacrifice.  
 It is your team; you make the rules.<sup>30</sup>

According to the Director of Athletics at the University of Missouri, Don Faurot, no coach should set up rules for training unless he has the fortitude to enforce them. Mr. Faurot believes that if training rules are listed, members of the squad who break the rules should be dropped. These players could be reinstated if the coach is convinced of their sincerity in future obedience of the rules, and if the other members of the squad agree that the players should return.<sup>31</sup>

This, of course, brings up the problem of what a coach with limited material should do when his star player insists on breaking training. According to Mr. Faurot, there is but one answer: no one player, regardless of his ability, should be allowed to cause poor squad morale, which is certain to result if violation of training rules are overlooked by the coach. The offending player, no matter how

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Adolph F. Rupp, Rupp's Championship Basketball,  
 New York: Prentice-Hall, Inc., 1948, p. 3.

31

Don Faurot, Football Secrets of the Split T Formation,  
 New York: Prentice-Hall, Inc., 1948, p. 3.

good, is never indispensable to a team with good morale.<sup>32</sup>

Health. Mr. Dean has this to say of health habits in regard to basketball:

We place a premium on good training, and constantly point out that a player is superior in condition, trust, honesty, and responsibility to another player who is supposed to train and does not. We would not want to assume a laissez-faire attitude in this matter because of the lost opportunity in providing leadership in the development of carryover health habits. Loose training attitudes by the coach will beget loose training and encourage bad habits in the players.<sup>33</sup>

Good health and a good physical-conditioning program builds better men and better teams. It is important for the players to keep in good physical condition because:

1. Endurance and speed are essential factors in basketball.
2. Indoor sports require more stamina.
3. The basketball season is long.
4. Minor injuries are an extra drain on players.
5. Colds are easier thrown off.
6. Vitality and resistance are lower during season.

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32

Ibid., p. 3.

33

Dean, Progressive Basketball, op. cit., pp. 95-96.

7. Disease and sickness are more common during season.
8. Health must be protected.
9. Good condition makes possible better development.<sup>34</sup>

In regard to the requiring of health certificates by certain schools of the boys who participate in the athletic program, S. E. Bilik, in his book The Trainer's Bible, states:

Every athletic department has, or should have an associated physician whose duty it is to pass on the fitness of the aspiring youth to participate in competitive athletics, and to take care of the injuries and ailments which are clearly out of the domain of the trainer.  
 . . .

The importance of physical examination of candidates for athletic teams is indisputable. In most schools there is a medical advisor who passes on the fitness of the boys.<sup>35</sup>

In many schools, especially the large schools, it is common practice to have physical examinations by a regular school nurse for all students. In some schools where the members of the basketball team as part of the student body

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34

Ibid., p. 96.

35

S. E. Bilik, The Trainer's Bible, New York: The Athletic Trainer's Supply Company, 1928, p. 13.



have not been subjected to the usual health examination, it is a common practice to have the individual members submit to a medical examination before a basketball contest. This is an excellent practice because this medical examination will detect a disease or defect that would possibly make playing especially dangerous for some of the players.<sup>36</sup>

## CHAPTER III

### ADMINISTRATION

In this chapter the information which was received from the coaches in regard to the administration of the junior high school basketball program will be presented. This will include information regarding the coaching staff, the schedule of games, and the finance of the basketball program.

#### I. NUMBER OF COACHES

The information on the variation of the number of coaches in the different junior high schools is shown in the table below.

TABLE I  
NUMBER OF COACHES

Schools	No. of coaches	Per cent
23	1	57.5
14	2	35.0
3	3	7.5

As is shown in Table I, the number of coaches in the different junior high schools varied from one to three. Of the schools who returned the questionnaires twenty-three,



or 57.5 per cent, employed only one coach for the entire junior high school athletic program. Fourteen schools, or 35 per cent, employed two coaches, while three of the schools, or 7.5 per cent, employed three coaches.

Table II gives the number and per cent of junior high school basketball coaches who coach sports other than basketball.

TABLE II  
MORE THAN ONE SPORT COACHED

Coaches	Per cent
40	100.0

The questionnaires were sent to the coaches who were considered the basketball coaches of the junior high schools. All forty of the coaches, or 100 per cent of them, stated that they coached sports other than basketball.

## II. SALARY

In order to avoid possible embarrassment and in the hope of getting more answers to the question regarding the individual salaries, the question was stated in a way in which the coach was able to check the salary range instead of giving his exact salary. The information regarding the

salary of the coaches is given in Table III, Salary Range of Coaches, which is found on the following page.

As is shown in Table III, the salary range for the different coaches in the junior high schools was between \$2800.00 and \$6500.00 annually. In the range between \$2800.00 and \$3000.00 there was one coach, or 2.5 per cent. There were six coaches, or 15 per cent, who checked the \$3001.00 to \$3300.00 range. In the \$3301.00 to \$3600.00 range there were twelve coaches, or 30 per cent. In the \$3601.00 to \$4000.00 range there were twelve coaches, or 30 per cent. This indicated that 60 per cent of the forty coaches have an annual salary range of between \$3001.00 and \$4000.00.

In the \$4001.00 to \$4500.00 range there were six coaches, or a total of 15 per cent. There were two coaches, in the \$4500.00 to \$5000.00 range. There were no coaches who checked the \$5000.00 to \$6000.00 range. However, in the \$6001.00 to \$6500.00 range there was one coach, or 2.5 per cent.

The average salary as shown in Table III was found to be \$3751.50. This figure was arrived at by using the middle figure of each range as the median and averaging the total in the usual manner. For example, in the \$2800.00 to \$3000.00 range there was one coach. His assumed salary as used in figuring the average was \$2900.00. Likewise, in

TABLE III  
SALARY RANGE OF COACHES

Salary range	Coaches	Per cent
\$2800.00 --- \$3000.00	1	2.5
3001.00 --- 3300.00	6	15.0
3301.00 --- 3600.00	12	30.0
3601.00 --- 4000.00	12	30.0
4001.00 --- 4500.00	6	15.0
4501.00 --- 5000.00	2	5.0
5001.00 --- 5500.00	0	.0
5501.00 --- 6000.00	0	.0
6001.00 --- 6500.00	1	2.5
Average salary: \$3751.50		

the range of \$3001.00 to \$3300.00, the median used was \$3150.00. As can be understood, these figures are not absolutely accurate, but are approximate, and should be considered as such.

### III. SCHEDULES

It is the common practice today in some junior high schools to play regularly scheduled basketball games. Some junior high schools are members of a regular organized district somewhat on the order of the district for the high schools. The results of the questions asked in regard to the schedules of games are shown in the following tables. Table IV shows the total number and average of games played per week.

TABLE IV  
NUMBER OF GAMES PER WEEK

No. of games	Schools	Per cent
1	7	17.5
2	31	77.5
3	2	5.0
Average: 1.875		

As is shown in Table IV, Number of Games Per Week,

the average number of basketball games played per week by the junior high school teams is 1.875. There were seven schools, or 17.5 per cent, who played one basketball game per week. Thirty-one, or 77.5 per cent of the junior high schools, averaged two games per week. Two schools, or 5 per cent, played three games per week.

The number of games played by each of the forty schools varied from ten to thirty for the entire season. The distribution of these games and the average number of games played during the season are shown in Table V, Total Number of Games 1954-55 Season, on the following page.

Table V indicates that two, or 5 per cent of the teams, played ten games during the 1954-55 season. Two, or 5 per cent of the junior high schools, played eleven games. Seven of the teams, or 17.5 per cent, played twelve games each. Two schools, or 5 per cent, played fourteen games during the season. Four of the junior high school teams, or 10 per cent, played fifteen games. Eight schools, or 20 per cent, reported sixteen basketball games played during the season. Five of the schools, or 12.5 per cent, played seventeen games, and two, or 5 per cent of the schools, played eighteen games. Five schools, or 12.5 per cent, played twenty games during the season. There was one team each, or 2.5 per cent each, which played twenty-five, twenty-seven, and thirty games during the season.

TABLE V

## TOTAL NUMBER OF GAMES 1954-55 SEASON

No. of games	Schools	Per cent
10	2	5.0
11	2	5.0
12	7	17.0
14	2	5.0
15	4	10.0
16	8	20.0
17	5	12.5
18	2	5.0
20	5	12.5
25	1	2.5
27	1	2.5
30	1	2.5
Average: 16.125		



The average number of games played by the junior high schools during the 1954-55 basketball season was found to be 16.125 as shown in Table V.

The results of the question in regard to the status of the different junior high schools in an organized district are shown in Table VI, Organized Districts, below.

TABLE VI  
ORGANIZED DISTRICTS

Organized districts		No organized districts	
Number	Per cent	Number	Per cent
25	62.5	15	37.5

As is indicated in Table VI above, twenty-five of the forty schools, or 62.5 per cent, are members of an organized district of junior high schools. Fifteen of the schools, or 37.5 per cent, are not members of any organized district as far as their junior high school basketball team is concerned.

In Table VII, "B" Team Games, is shown the data as compiled from the questions regarding the "B" team games of the different junior high schools. This table is found on the following page.

As is shown in Table VII, thirty-four of the schools,

TABLE VII  
"B" TEAM GAMES

Regularly scheduled games		No regularly scheduled games	
Schools	Per cent	Schools	Per cent
34	85.0	6	15.0

or 85 per cent, sponsor a "B" team in junior high school basketball which plays regularly scheduled games. The remaining six schools, or 15 per cent, do not play regularly scheduled games.

The results of the question as to whether the junior high school basketball team accompanies the senior high school basketball team on road trips are shown in Table VIII, Junior High School Team Travels With High School Team, on the following page. In this table also is shown the opinion of the coaches on whether they do or do not favor having the junior high school basketball team accompany the high school team on road trips.

As is shown in Table VIII, six of the schools, or 15 per cent, do permit their junior high school basketball teams to accompany the senior high school basketball teams on road trips. Thirty-four of the schools, or 85 per cent, do not have their junior high school basketball team to

TABLE VIII

## JUNIOR HIGH SCHOOL TEAM TRAVELS WITH HIGH SCHOOL TEAM

Question	Yes		No	
	Number	Per cent	Number	Per cent
Does the junior high school basketball team accompany the high school team on road trips?	6	15.0	34	85.0
Does the coach favor taking the junior high school basketball team on road trips with the high school team?	13	32.5	27	67.5

accompany the high school team on road trips.

On the question to the coach regarding his preference in taking the junior high school basketball team on road trips with the senior high school team, thirteen of the coaches, or 32.5 per cent, stated that they favored having the junior high school team accompany the high school team on road trips. Twenty-seven of the coaches, or 67.5 per cent, did not favor having the junior high school basketball team accompany the senior high school team on road trips.

The results of the question on the number of tournaments which the junior high school basketball teams entered during the school year 1954-55 are shown in Table IX, Basketball Tournaments Entered, on the following page. Also shown in this table is the average number of tournaments entered by the junior high school basketball teams.

Table IX shows that three of the schools, or 7.5 per cent, had their junior high school basketball team to enter no tournament during the 1954-55 season. Seven of the junior high schools, or 17.5 per cent, entered one basketball tournament for the 1954-55 season. Sixteen of the schools, or 40 per cent, entered two junior high school basketball tournaments during the year. Twelve of the schools, or 30 per cent, entered three tournaments during the season. Two of the junior high school basketball teams entered four

TABLE IX  
BASKETBALL TOURNAMENTS ENTERED

No. of tournaments entered	Schools	
	Number	Per cent
0	3	7.5
1	7	17.5
2	16	40.0
3	12	30.0
4	2	5.0

Average: 2.75

basketball tournaments during the 1954-55 season.

The average number of tournaments entered by the junior high schools was 2.75.

#### IV. FINANCE

Included under the general heading of Finance is the equipment and facilities furnished by the school for the participants in the sport of basketball.

Facilities. In Table X is shown the response to the question in regard to the facilities, in this case to the gymnasium, which are available to the junior high school basketball team.

TABLE X  
GYMNASIUM AVAILABLE

Number	Yes	Per cent	Number	No	Per cent
40		100.0	0		.0

As is shown in Table X, Gymnasium Available, all forty of the junior high schools made a gymnasium available to the junior high school basketball team for daily work-outs and games.

Equipment. On the question regarding the annual



basketball budget of the junior high school the answers were varied. Many of the coaches stated that they did not know the exact amount of their budget or they did not even know if there was a budget set up exclusively for basketball. Several coaches wrote such answers to the question as "very little", "what is needed", and "unknown". One coach stated that his school furnished only balls, suits for games, and a bus for trips. Another coach stated, "No budget. We buy balls and suits when needed and that is all the expense we have. Averages about \$50 per year not including travel."

Of the coaches who gave definite or approximate amounts for the annual junior high school basketball budget, the amount varied from \$15.00 per year to \$600.00 per year. Several schools gave an approximate amount of \$200.00. Several coaches also stated that their only expenses were suits, balls, a little work-out material, and trips. Few schools furnished shoes for their team.

The results of the question in regard to the amount of the basketball expense which the school financed are found in Table XI, Amount of Expense Financed by School, which is found on the following page.

As is indicated in Table XI, twenty-nine of the junior high schools, or 72.5 per cent, finance all the expense of the basketball program. Eleven of the schools, or 27.5

TABLE XI  
AMOUNT OF EXPENSE FINANCED BY SCHOOL

Expenses	Number	Per cent
All expense financed by the junior high school	29	72.5
Not all expense financed by the junior high school	11	27.5
Meals furnished to junior high school basketball teams when on road trips	16	40.0
Meals not furnished to junior high school basketball teams when on road trips	24	60.0

per cent, do not finance all the expense of junior high school basketball.

Sixteen of the forty junior high schools, or 40 per cent, furnished their basketball teams with a meal when they were on road trips. Twenty-four of the schools, or 60 per cent, did not furnish their junior high school basketball teams a meal when they were away from home for a ball game.

The information regarding the individual equipment available to the junior high school basketball team is found in Table XII, Available Equipment, found on the following page.

As is shown in Table XII, twelve of the junior high schools, or 30 per cent, make available to their basketball teams a sufficient number of shoes. Twenty-eight schools, or 70 per cent, did not furnish enough shoes for their junior high school teams. Thirty-seven of the schools, or 92.5 per cent, have a sufficient number of balls available for their basketball program. Three of the junior high schools, or 7.5 per cent, did not have enough balls available for daily work-outs of their basketball teams.

Thirty-two of the schools, or 80 per cent, had enough shirts available for the individual players of their junior high school basketball teams. Eight of the teams, or 20 per cent, did not have enough shirts for the individual members of the junior high school basketball team.

TABLE XII  
AVAILABLE EQUIPMENT

Equipment	Sufficient quantity available		Sufficient quantity not available	
	Number	Per cent	Number	Per cent
Shoes	12	30.0	28	70.0
Balls	37	92.5	3	7.5
Shirts	32	80.0	8	20.0
Socks	17	42.5	23	57.5
Shorts	31	77.5	9	22.5
Towels	18	45.0	22	55.0
Athletic supporters	21	52.5	19	47.5

Seventeen, or 42.5 per cent of the junior high schools, made a sufficient number of socks available for their basketball program. Twenty-three, or 57.5 per cent of the schools, did not furnish or make available enough socks for the basketball team.

Thirty-one of the schools, or 77.5 per cent, had enough shorts for their junior high school basketball program. Nine of the junior high school coaches, or 22.5 per cent, reported that their school did not have enough shorts to adequately equip their basketball team.

Eighteen of the junior high school coaches, or 45 per cent, reported that the schools made towels available to the basketball team in sufficient quantity. Twenty-two, or 52.5 per cent, of the coaches reported that they were not furnished enough towels to be adequately equipped.

Twenty-one of the junior high school coaches, or 52.5 per cent, reported an adequate number of athletic supporters furnished by the school for the junior high school basketball program. Nineteen of the coaches, or 45.5 per cent, reported that the school did not furnish enough athletic supporters for the junior high school basketball team.

Admission charges. The results of the question regarding the amount of admission charged by the individual schools for home games are shown in Table XIII, Admission



Charges for Junior High School Games, found on the following page. The average admission for both school children and adults is also shown in Table XIII.

The average amount charged by the junior high schools for home basketball games for school children was 9¢. Ten of the schools, or 25 per cent, did not charge any admission for home junior high school basketball games. Eighteen of the schools, or 45 per cent, charged 10¢ for school children. Nine schools, or 22.5 per cent, charged 15¢ as admission for school children. One school, or 2.5 per cent, charged 20¢ as admission for school children to home junior high school games. Two schools, or 5 per cent, charged the school children 25¢ to see a junior high school basketball game.

The average amount charged as admission price for adults to junior high school basketball games was a fraction over 20¢ each. Ten of the schools, or 25 per cent, did not charge the adults who attended their junior high school basketball games. Twenty-two of the schools, or 55 per cent, charged 25¢ admission for adults at junior high school basketball games. Five of the schools, or 12.5 per cent, charged 35¢ as admission for adults. One school, or 2.5 per cent, charged 40¢ for adults who attended their junior high school basketball games. Two of the junior high schools, or 5 per cent, charged the adults who attended their basketball games 50¢ each.



TABLE XIII  
ADMISSION CHARGES FOR JUNIOR HIGH SCHOOL GAMES

Amount	Number	Per cent
For school children:		
None	10	25.0
10¢	18	45.0
15¢	9	22.5
20¢	1	2.5
25¢	2	5.0
For adults:		
None	10	25.0
25¢	22	55.0
35¢	5	12.5
40¢	1	2.5
50¢	2	5.0
Average for school children: 9¢		
Average for adults: 20¢		

## CHAPTER IV

### COACHING PRACTICES AND POLICIES

In this chapter the results of the questions concerning the training, conditioning, awards, health, and other incidental coaching practices and policies will be revealed.

#### I. TRAINING AND CONDITIONING

The results of the questions regarding the making of definite rules, including rules of diet and rest, are shown in Table XIV on the following page.

As is shown in Table XIV, Training Rules, thirty-one of the forty junior high school basketball coaches, or 77.5 per cent, made set rules to help the boys condition themselves. Nine of the coaches, or 22.5 per cent, did not make any definite rules for the boys to follow in order to keep themselves in condition. Sixteen of the coaches, or 40 per cent, made rules to govern the diet of the members of their junior high school basketball team. Twenty-four of the junior high school coaches, or 60 per cent, made no definite rules regarding the diet of the basketball players.

Thirty-five of the forty junior high school coaches, or 87.5 per cent, made definite rules governing the amount of rest for the members of the basketball squad. Five of the coaches, or 12.5 per cent, did not make definite rules

TABLE XIV  
TRAINING RULES

Question	Yes		No	
	Number	Per cent	Number	Per cent
Do you make set rules to help the boys condition themselves?	31	77.5	9	22.5
Do you make rules to govern proper diet?	16	40.0	24	60.0
Do you make rules to govern proper rest?	35	87.5	5	12.5
Do you enforce a rule against smoking?	37	92.5	3	7.5

to govern the amount of rest needed by the members of the junior high school basketball team.

Of the forty junior high school coaches, thirty-seven, or 92.5 per cent, enforced a rule against smoking. Three coaches, or 7.5 per cent, did not attempt to enforce any kind of rule against smoking by the members of the junior high school basketball team.

The answers regarding a question as to the type of punishment used for violation of rules were many and varied. Without exception the coaches stated that the punishment was determined by the nature and extent of the violation. However, five coaches, or 12.5 per cent, stated that for certain violations they would dismiss the violator from the squad. Many of the coaches stated that for minor violations they would have the violator run a certain number of laps around the gymnasium. Some of the other typical answers were "not allowed to make trips", "not allowed to suit up", "put on suspension", and at least one coach answered simply "board".

In Table XV, Coaching Style, is shown the result of the question regarding the similarity of the junior high school coach's style of playing with that of the senior high school coach. Table XV is shown on the following page.

As is shown in Table XV, twenty-nine of the coaches indicated that they attempted to use the same style or system of basketball as the high school coach of their school

TABLE XV  
COACHING STYLE

Same as high school		Not the same as high school	
Number	Per cent	Number	Per cent
29	72.5	11	27.5

system used. Eleven of the coaches, or 27.5 per cent, stated that they did not attempt to use the same style or system in the junior high school basketball program as the high school coach used in the high school basketball program.

The data in regard to the beginning of the regular basketball practice periods for the season are shown in Table XVI, Beginning of Season Practices, found on the following page.

As is shown in Table XVI, thirty-six of the forty schools, or 90 per cent, began their daily basketball practice sessions in the junior high school between November 1st and November 15th. One team, or 2.5 per cent, began regular practice sessions by October 15th. Three junior high schools, or 7.5 per cent, did not begin regular practice sessions until December 1st.

The approximate time spent in daily practice sessions

TABLE XVI  
BEGINNING OF SEASON PRACTICES

Date	Number	Per cent
October 1	0	.0
October 15	1	2.5
November 1	17	42.5
November 15	19	47.5
December 1	3	7.5

Average date: November 1 - 15



in the junior high school basketball program is shown in Table XVII, Time Spent in Daily Practice, which is found on the following page.

As is shown in Table XVII, the average amount of time spent in daily practice sessions by the junior high school basketball teams was eighty-one minutes, or one hour and twenty-one minutes. In the different schools this daily practice time varied from forty-five minutes to two and one-half hours. Two schools, or 5 per cent, spent an average of forty-five minutes in daily practice sessions. Fifteen junior high school coaches, or 37.5 per cent, reported that they spent one hour each day in practice sessions. Eighteen of the teams, or 45 per cent, had a daily work-out period of one and one-half hours. Four schools, or 10 per cent, had daily work-out periods which averaged about two hours. One school, or 2.5 per cent, reported a daily work-out period of two and one-half hours.

In Table XVIII, found on page 49, is shown the number and per cent of the junior high schools which did or did not have a daily basketball practice period included in their regular schedule of class periods.

As is shown in Table XVIII, twenty-eight of the schools, or 70 per cent, had a regularly scheduled period during class hours for the basketball practice session in the junior high school. Twelve of the junior high schools

TABLE XVII  
TIME SPENT IN DAILY PRACTICE

Amount of time	Number	Per cent
45 minutes	2	5.0
1 hour	15	37.5
1 1/2 hours	18	45.0
2 hours	4	10.0
2 1/2 hours	1	2.5
Average: 81 minutes; or 1 hour, 21 minutes		

TABLE XVIII  
PRACTICE PERIOD DURING SCHOOL HOURS

Statement	Number	Per cent
Schools which include daily practice period in schedule	28	70.0
Schools which do not include daily practice period in schedule	12	30.0

made no provision in their daily schedule of classes for the basketball practice period.

Table XIX shows the number and per cent of the schools in which the different per cent of the basketball team in the junior high school has practice after school hours.

TABLE XIX  
PRACTICE PERIODS AFTER SCHOOL HOURS

Per cent of squad that works out after school	Schools	
	Number	Per cent
100.0	20	50.0
90.0	5	12.5
50.0	3	7.5
0.0	12	30.0

Table XIX shows that in twenty of the schools, or 50 per cent, the entire squad worked out in basketball practice after school hours. In five of the schools, or 12.5 per cent, 90 per cent of the basketball squad worked out after school hours. Three of the junior high school basketball squads, or 7.5 per cent, had one-half, or 50 per cent, of their members to practice after school hours. In twelve of the schools, or 30 per cent, none of the basketball boys worked out after school hours.

The amount of practice time spent by each coach on fundamentals of the game is shown in Table XX, Time Spent on Fundamentals.

TABLE XX  
TIME SPENT ON FUNDAMENTALS

Amount of practice period spent on fundamentals	Schools	
	Number	Per cent
$\frac{1}{4}$ th	8	20.0
$\frac{1}{2}$	27	67.5
$\frac{3}{4}$ th	5	12.5
Average: 60 per cent; or $\frac{3}{5}$ th of practice period		

As is shown in Table XX, eight of the junior high school coaches, or 20 per cent, indicated that they spent

one-fourth of the entire practice period on fundamentals of the game. Twenty-seven of the coaches, or 67.5 per cent, stated that they worked on fundamentals for approximately one-half of their practice period. Five of the junior high school coaches, or 12.5 per cent, stated that three-fourths of their practice period was spent on the teaching of fundamentals. The average amount of the practice period which was spent on fundamentals was a fraction over 60 per cent or three-fifths of the total practice period.

Table XXI, Number of Balls Used for Work-out, on the following page, gives the results of the tabulations on the number of balls used by each individual coach and his team during the work-out period.

As is shown in Table XXI on the following page, one of the coaches, or 2.5 per cent, used two balls during the basketball practice period. Two of the coaches, or 5 per cent, used three balls during the work-out period of the basketball team. Six of the junior high school coaches, or 15 per cent, used four balls during the basketball practice period. Five balls were used in the junior high school basketball practice by ten of the teams, or 25 per cent. Ten of the coaches, or 25 per cent, used six balls in basketball practice. One of the coaches, or 2.5 per cent, used seven balls during daily work-out periods. Six of the coaches, or 15 per cent, used eight balls during work-out.

TABLE XXI  
NUMBER OF BALLS USED FOR WORK-OUT

Number of balls	Schools	
	Number	Per cent
2	1	2.5
3	2	5.0
4	6	15.0
5	10	25.0
6	10	25.0
7	1	2.5
8	6	15.0
12	2	5.0
13	1	2.5
14	1	2.5

Average: 6.2



Two of the coaches, or 5 per cent, used twelve balls for daily basketball practice in the junior high school. One coach, or 2.5 per cent, used thirteen balls in daily practice. One coach, or 2.5 per cent, used fourteen balls for daily basketball practice.

The over-all average number of balls used by the junior high school coaches in the daily basketball practice period was 6.2.

## II. HEALTH

In Table XXII, Health Certificates, is shown the number and per cent of the schools who do and who do not require health certificates of the participants in junior high school basketball.

TABLE XXII  
HEALTH CERTIFICATES

Schools which require health certificates		Schools which do not require health certificates	
Number	Per cent	Number	Per cent
11	27.5	29	72.5

As is shown in Table XXII, twenty-nine of the forty junior high schools, or 72.5 per cent, do not require a health certificate of the boys who participate in the

basketball program. Eleven of the schools, or 27.5 per cent, did require health certificates of all the boys who participated in the junior high school basketball program.

Table XXIII shows the number and per cent of the junior high schools who did and did not have every boy who participated in the basketball program covered by accident insurance.

TABLE XXIII  
ACCIDENT COVERAGE FOR PLAYERS

Every boy is covered by accident insurance		Not every boy is covered by accident insurance	
Number	Per cent	Number	Per cent
28	70.0	12	30.0

In twenty-eight of the junior high schools, or 70 per cent, every boy who participated in the basketball program was protected by accident insurance. In twelve of the schools, or 30 per cent, there was no complete coverage for the entire group.

Table XXIV, Number of Accidents, on the following page, shows the number and distribution of the accidents which occurred during the 1954-55 basketball season. Only

TABLE XXIV  
NUMBER OF ACCIDENTS

No. of accidents during year	Schools	
	Number	Per cent
0	33	82.5
1	4	10.0
2	2	5.0
3	1	2.5

Average: .275

those accidents serious enough to keep a boy from participating further in the basketball program were considered.

As is shown in Table XXIV, thirty-three of the coaches, or 82.5 per cent, reported that they did not have an accident which was serious enough to keep the boy from continuing to play basketball during the 1954-55 season. Four of the coaches, or 10 per cent, reported one accident which was serious enough to keep the boy from participating further in the basketball program. Two of the coaches, or 5 per cent, reported two accidents during the 1954-55 season. One coach, or 2.5 per cent, reported three accidents in which the players were injured enough to keep them from playing basketball during the remainder of the 1954-55 season.

### III. AWARDS

Table XXV, Awards, found on the following page, shows the distribution of the schools which do and do not give awards or letters for participation in junior high school basketball.

As is shown in Table XXV, eighteen of the schools, or 45 per cent, gave awards or letters to the boys who participated in junior high school basketball. Twenty-two of the schools, or 55 per cent, did not give awards or letters to boys who participated.

TABLE XXV

## AWARDS

Statement	Number	Schools	Per cent
Awards or letters are given for participation in the basketball program	18		45.0
Awards or letters are not given for participation in the basketball program	22		55.0

## IV. INCIDENTAL PRACTICES

Table XXVI gives the tabulation on the number and per cent of the junior high schools who do and do not require the student to pass his academic work before he was eligible to play basketball.

TABLE XXVI  
ACADEMIC REQUIREMENTS

Students are required to pass academic work		Students are not required to pass academic work	
Number	Per cent	Number	Per cent
39	97.5	1	2.5

Thirty-nine of the junior high schools, or 97.5 per cent, required the boys who participated in the basketball program to pass their academic work before they were eligible to play. One school, or 2.5 per cent, did not require the boys to pass their academic work in order to be eligible to participate in the program.



## CHAPTER V

### SUMMARY AND CONCLUSIONS

This chapter will include a general summary of the study and some conclusions that have been reached as a result of the study.

#### I. GENERAL SUMMARY

This study showed that the number of coaches employed by the different junior high schools varied from one to three, and that without exception all of them coached more than one sport. The salary of the coaches ranged from \$2800.00 to \$6500.00 annually, with an average salary of \$3751.50.

The average number of basketball games played per week by the junior high schools was 1.875. The total number of games played during the 1954-55 season ranged from ten to thirty, with an average of 16.125. The number of basketball tournaments entered during the 1954-55 season ranged from none to four, with an average of 2.75.

There was great variety in the different schools in regard to adequate equipment such as shoes, balls, and other necessary equipment. There was no school which furnished the necessary amount of equipment for an adequately equipped basketball team.

There were ten schools who did not charge admission to their junior high school basketball games. Of the thirty who did charge admission prices, the amount ranged from 10¢ to 25¢ for school children and from 25¢ to 50¢ for adults. The average amount charged for school children was 9¢ and for adults was 20¢.

The coaching procedures and policies in the junior high school basketball were found to be as varied as the administration practices. The majority of the coaches stated that they made definite rules to help the boys condition themselves. The majority of the coaches did not try to regulate the diet of their basketball players. However, the majority of the coaches did make rules governing the amount of rest needed by the boys and attempted to enforce a rule against smoking.

The average daily practice period was found to be eighty-one minutes, or one hour and twenty-one minutes long. The average amount of the daily practice period spent on fundamentals of basketball was found to be 60 per cent or three-fifths of the practice period. This would make the average amount of time spent on fundamentals amount to approximately forty-nine minutes per day.

Twenty-eight of the schools allowed at least one period each day during school hours for basketball practice. There were twenty schools whose complete basketball squad

worked out after school hours. There were twelve schools in which none of the basketball players worked out after school hours.

The number of balls used during daily basketball practice periods varied from two to fourteen, with an average of 6.2.

There were twenty-nine schools who did not require a health certificate of boys who participated in junior high school basketball. Eleven of the schools did not have complete accident coverage for every member of the basketball squad.

The number of accidents which were of a serious nature and that kept boys from further participation in the basketball program for the year 1954-55 varied from none to three. The average was found to be .275.

Eighteen of the junior high schools gave letters or awards to the boys for participation in basketball. Twenty-two of the schools did not give any type of letters or awards to boys for participation in the basketball program.

Thirty-nine of the forty schools required the boys to pass their academic work in order to be eligible for participation in junior high school basketball. One school did not require the boys to pass their academic work in order to be eligible to participate in the basketball program.

## II. CONCLUSIONS

This study revealed the great variation in the administrative and coaching policies of the junior high school basketball of Class AA schools of Texas. It is obvious that in some schools there is great emphasis put on phases of the basketball program that in other schools are practically ignored.

There is a need for greater understanding on the part of the administrators and coaches as to the place of basketball in the extra-curricula activity program of the junior high school. As was shown in Chapter II, basketball aids in the development of many physical and personality traits which are desirable and worthwhile. If it has been determined that basketball aids in the development of these traits, then basketball should definitely have a proper place in the school athletic program.

The great variation in the salary range of the different junior high school coaches indicates that in some schools the bonus pay for coaching is high, and that in other schools it is very low. This bonus or extra pay for coaching duties is left up to the individual schools and is not regulated by the state. Extra pay is usually an incentive to work harder and better, and the obvious conclusion from this is that in the schools where the coach is paid



adequately for his work, his interest in the basketball program is greater, and therefore the development of the boys is more likely than in the school where less interest is taken by the coach.

There is a need for some form of regulation regarding the number of games played by the junior high school basketball team each week and therefore for the entire season. The great variation in the number of games played indicates that some schools play too many games during the season and some schools possibly play too few games.

The large range of the annual junior high school basketball budget indicates that some general system of finance should be used in the junior high schools. It is obvious that a coach cannot equip his basketball team properly on \$15.00 a year. There should be more emphasis placed on the financing of equipment, especially proper shoes, in most of the junior high schools.

Another conclusion reached as a result of this study is that a better system of health examination should be adopted before the boys participate in the basketball program. This is necessary for the good of the health of the boy and the good standing of the school.

One of the important problems that has been raised as a result of this study is the advisability of a program

of state-wide standardization of the basketball program in the junior high schools of Class AA in Texas. In order to determine whether or not this would be desirable would require research beyond the limits of this investigation.

### III. LIMITATIONS OF THE STUDY

In order to make this study more accurate and complete, a better and more technical method of collecting information is needed. Of necessity a great many of the answers given had to be approximates and estimates. It would be desirable to make further studies of the basketball programs of the junior high schools with more emphasis on coaching practices, and with a method in which to be able to obtain more accurate answers.



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## APPENDIX

Huntsville, Texas  
May 1, 1955

Dear Coach:

As one of the requirements for a Masters Degree I am writing a thesis on "An Evaluation of the Junior High Basketball Program of the Class AA Schools in Texas", and would appreciate it very much if you would fill out the enclosed questionnaire in regard to your school. A self-addressed stamped envelope is enclosed also.

Thank you for your help.

Very truly yours,

APPROVED:

Weldon Duncan

Jack Williams, Coach  
Sam Houston State Teachers College

QUESTIONNAIRE

Check Yes or No.

- |  |     |    |
|--|-----|----|
| 1. Do you coach sports other than basketball?  | Yes | No |
| 2. Is your team a member of an organized district?   | Yes | No |
| 3. Does your "B" team play scheduled games?  | Yes | No |
| 4. Does your team accompany the High School team on trips at any time?                     | Yes | No |
| 5. Would you favor taking your team on game trips with the High School team?               | Yes | No |
| 6. Do you try to use the same style or system of basketball as the High School coach uses? | Yes | No |
| 7. Do you make set rules to help the boys condition themselves?                            | Yes | No |
| 8. Do you make rules to govern proper diet?  | Yes | No |
| 9. Do you make rules to govern proper rest?  | Yes | No |
| 10. Do you enforce a rule against smoking?   | Yes | No |
| 11. Does the school finance all expense of your Junior High basketball?                    | Yes | No |
| 12. Does your school give your boys a meal after a game when you are away from home?       | Yes | No |
| 13. Do you have access to a gymnasium?   | Yes | No |

- |   |     |    |
|---|-----|----|
| 14. Do you require a health certificate of each participant?                              | Yes | No |
| 15. Do you think basketball aids in building a spirit of fair play?                       | Yes | No |
| 16. Do you give awards or letters for participation in basketball?                        | Yes | No |
| 17. Is a boy required to pass his academic work before he is eligible to play basketball? | Yes | No |
| 18. Does your administration give a basketball practice period during school hours?       | Yes | No |
| 19. Is every boy on the squad covered by accident insurance?                              | Yes | No |

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Check the right answer or fill in blank.

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- |   |   |                      |                      |                               |
|---|---|----------------------|----------------------|-------------------------------|
| 20. Number of basketball tournaments entered last year.           | (1)<br>( )  | (2)<br>( )           | (3)                  | (4)                           |
| 21. Equipment of which you have enough.                           | (shoes)<br>(Socks)<br>(jockeys)   | (balls)<br>(shorts)  | (shirts)<br>(towels) |                               |
| 22. Number of balls you use in work-out.                          | (1)<br>(6)  | (2)<br>(7)           | (3)<br>(8)           | (4) (5)<br>( )                |
| 23. Admission to your home games.                                 | (10¢ and 25¢)<br>(25¢ and 40¢)  | (15¢ and 35¢)<br>( ) |                      |                               |
| 24. Approximate date you start practice for the season.           | (Oct. 15)<br>( )  | (Nov. 1)<br>( )      |                      |                               |
| 25. Approximate time spent in daily practice.                     | (45 min.)   | (1 Hour)             | (1½ hrs.)            |                               |
| 26. Per cent of your squad that works out after school.           | (100%)<br>(60%)   | (90%)<br>(50%)       | (80%)<br>( )         | (70%)                         |
| 27. Approximate amount of time in practice spent on fundamentals. | (1/4th)   | (1/2)                | ( )                  |                               |
| 28. Average number of games per week.                             | (1)   | (2)                  | (3)                  | (4) (5)                       |
| 29. For violation of rules, do you:                               | (have violator run certain number of laps around gym?)<br>(Dismiss violator from squad?)<br>( ) |                      |                      |                               |
| 30. Number of games you played last year.                         | (8)<br>(13)<br>(18)   | (9)<br>(14)<br>(19)  | (10)<br>(15)<br>(20) | (11) (12)<br>(16) (17)<br>( ) |
| 31. Salary range of Junior High School coach.                     | (\$2800 to 3000) (\$3001 to 3300)<br>(\$3301 to 3600) (\$3601 to 4000)<br>( )                   |                      |                      |                               |