

A COMPARISON OF THE ACADEMIC ACHIEVEMENTS OF LETTERMEN AND
NON-ATHLETES AT JUNCTION CITY HIGH SCHOOL, 1965-1969

by ⁶⁴⁰⁸

ROBERT JOSEPH KING

B.A., St. Benedict's College, 1967

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

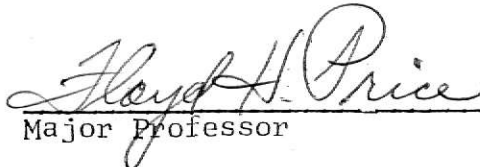
MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

Approved by:


Major Professor

LD
2668
R4
1971
K5
C.2

ACKNOWLEDGMENTS

The writer wishes to express his appreciation to several individuals for their support and guidance in the preparation of this study. Dr. Floyd H. Price, Associate Professor of Education, served as the major professor and was most helpful with many thoughtful suggestions. J. Harvey Littrell, Professor of Education, and Glenn Wesley Long, Assistant Professor of Sociology, served on the writer's committee. Their time and aid are equally appreciated. Grateful acknowledgment also is expressed to Warren Settles, Principal, Junction City High School; and Keith Hanna, Counselor, Junction City High School, Junction City, Kansas for their cooperation and assistance in making this report possible.

A special expression of appreciation is accorded to the author's wife, Carole. Without her endless understanding and vast cooperation, this work could never have been completed.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION	1
Purpose of the Study	2
Definitions of Terms Used	2
Limitations of the Study	3
II. REVIEW OF THE LITERATURE	4
III. MATERIALS AND METHODS	7
IV. RESULTS AND DISCUSSION	8
V. CONCLUSIONS	19
BIBLIOGRAPHY	20

LIST OF TABLES

Table	Page
1. Comparison of Grade-Point and I.Q. Averages of Football, Basketball, Track, Cross Country, Wrestling, and Tennis Lettermen with Non-Athletes for the 1965-1966 School Year	8
2. Comparison of Grade-Point and I.Q. Averages of Football, Basketball, Track, Cross Country, Wrestling, and Tennis Lettermen with Non-Athletes for the 1966-1967 School Year	9
3. Comparison of Grade-Point and I.Q. Averages of Football, Basketball, Track, Cross Country, Wrestling, and Tennis Lettermen with Non-Athletes for the 1967-1968 School Year	10
4. Comparison of Grade-Point and I.Q. Averages of Football, Basketball, Track, Cross Country, Wrestling, and Tennis Lettermen with Non-Athletes for the 1968-1969 School Year	11
5. Comparison of Grade-Point and I.Q. Averages of the Total Number of Football, Basketball, Track, Cross Country, Wrestling, and Tennis Lettermen with the Total Number of Non-Athletes over the Four-Year Period 1965-1969	12
6. Comparison of Grade-Point and I.Q. Averages of Lettermen and Non-Athletes for 1965-1966 School Year	14
7. Comparison of Grade-Point and I.Q. Averages of Lettermen and Non-Athletes for 1966-1967 School Year	14
8. Comparison of Grade-Point and I.Q. Averages of Lettermen and Non-Athletes for 1967-1968 School Year	15
9. Comparison of Grade-Point and I.Q. Averages of Lettermen and Non-Athletes for 1968-1969 School Year	15
10. Composite Averages over the Four-Year Period (1965-1969) of Grade-Point and I.Q. Averages of Lettermen and Non-Athletes	16

Table	Page
11. Comparison of Grade-Point Averages and I.Q. Averages of One-, Two-, and Three-Sport Lettermen with Non-Athletes for the Four-Year Period 1965-1969	17
12. Comparison of Grade-Point and I.Q. Averages of Non-Athletes One-, Two-, and Three-Sport Lettermen, Football Lettermen, Basketball Lettermen, Track Lettermen, Cross Country Lettermen, Wrestling Lettermen, and Tennis Lettermen	18

CHAPTER I

INTRODUCTION

Is it true that high school football players are generally dull academically? Is it a fair general assumption that high school lettermen who outwit their opponents in competitive sports are just as easily outwitted by their classmates in the classroom? How accurately does the old cliché, "Oh he is just another dumb athlete," fit the field?

In reviewing the literature, one discovers that many opinions and discussions for and against the inclusion of athletics in the high school program have been presented throughout the years. The term athletics has often been regarded by some individuals as a field chosen primarily by young men who specialize in the use of "brawn" and lack the aptitude or "brain power" necessary to cope with the everyday problem of attaining high scholastic achievement. It has been common among many, including teachers, to down-grade athletes' scholastic efforts and abilities. It is often assumed that participation in athletic endeavors is either an invitation to low quality academic performance or that it attracts individuals who do not succeed academically.

Academic institutions today require that students attain a certain scholastic level before they are able to participate in sports, and it is necessary that they maintain these standards throughout the students' institutional athletic career.