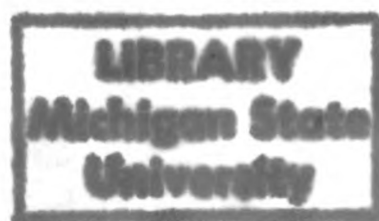


DIRECTOR'S REPORT
CONFERENCE TO DETERMINE THE MOST ACCEPTABLE
BASEBALL PROGRAM

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY

Earnest Myers

1963



A SURVEY OF PLAYERS, COACHES, AND ATHLETIC
DIRECTORS WITHIN THE WESTERN INTERCOLLEGIATE
CONFERENCE TO DETERMINE THE MOST ACCEPTABLE
BASEBALL PROGRAM

By

Earnest Myers

AN ABSTRACT OF A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Health, Physical Education and Recreation

Approved Randolph W. Webster

1963

ABSTRACT

Statement of Problem

The objective of this study was to determine the most favorable baseball program for the Big Ten Conference. The procedure for accomplishing this was to collect, analyze, and interpret data from the following three areas: (1) procuring agreement among the athletic directors and coaches as to the most favorable baseball program for the Big Ten Conference, (2) determining what effect this program would have on the college game of baseball, (3) determining whether the players would accept or reject the program, and how they would adjust financially to the situation. The end result was to synthesize this information into the most feasible baseball program for all concerned.

Methodology

Information was first secured through a questionnaire followed by a personal interview of the athletic directors and coaches. This provided the basis for constructing what appeared to be the most widely accepted baseball program for the Big Ten Conference. The next step was to see how the players would react to the proposed change. This was accomplished through the use of the questionnaire technique.

Results

Subject to the limitations of the study one can conclude that: An extended program is the preferred choice of the Athletic Directors, Coaches, and Players of the Big Ten Conference.

Following is a list of what this program might entail:

(1) Conference games would be played on a Friday and Saturday in a series of three games.

(2) The season would have approximately 40-42 games consisting of 27 conference games, and 13-15 non-conference games.

(3) The extended season would be eleven weeks long, but approximately two of these weeks would be allowed for final examinations in June. It would commence in mid-May and terminate in early August.

(4) Spring trips would be unnecessary and dropped.

(5) Night baseball would be introduced at three schools and played on Friday nights.

(6) Freshmen who enter in the fall would be allowed to compete in the two or three weeks prior to obtaining sophomore standings.

(7) Players would be assisted in obtaining employment.

(8) Fans would be charged a nominal fee.

(9) Professional baseball organizations would be allowed to contribute to help meet the expenses incurred by the colleges in promoting an extended program.

Recommendations

(1) It is recommended that a more thorough investigation be undertaken concerning this problem. This study should attempt to answer the problems of: freshmen eligibility; whether appropriate course work is provided at each of the schools during the summer session; whether tenders should be broken down into fractional parts; what role professional baseball organizations should be allowed to play, and the role they will play; whether athletes should be assisted in finding employment; and scheduling from all its varied aspects.

(2) It is recommended that as few changes as possible be made in inaugurating a new program.

(3) It is recommended that a trial program be tried initially among the schools willing to participate.

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ACKNOWLEDGEMENTS

The author would like to express his appreciation to Dr. Randolph W. Webster for his interest, advice, and criticisms during the preparation of this study.

Sincere thanks are due to Mr. John Kobs, Mr. Frank Pellerin, and Mr. Biggie Munn for their suggestions in constructing the questionnaire.

Appreciation is also extended to Mr. Marty Karrow, Mr. Art Mansfield, and Mr. Robert H. Lewis for their insight into the problem, and to all the players, coaches, and athletic directors who gave so generously of their time.

A warm thank you to my wife for her help in correcting the manuscript, and to Mrs. Jackie Gebhart for her typing of the manuscript.

DEDICATION

This thesis is dedicated to my wife, Patricia, whose sincere understanding and constant encouragement has made graduate school a reality.

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction to the Study

Expected changes in our college pattern of education to accommodate its growing population has prompted me to consider the related effects of this growth on college baseball. This increase in enrollment of college age students, which many predict will double between 1960 and 1970, may eventually compel all major colleges to schedule yearly sessions, therefore making it necessary to adjust the college baseball program to the new situation. Such likely changes have stimulated my interest in exploring the possibilities for college baseball not only for future needs, but for possible improvement within its present state. This thesis, then, mindful of expected changes, was involved in determining, through a survey of players, coaches, and athletic directors within the Western Intercollegiate Conference, the most acceptable college baseball program.

Purpose of Study

The objective of this study was to arrive at the most acceptable baseball program for all concerned. The study was concerned with data from the following three categories:

- (1) procuring agreement among the athletic directors and

coaches as to the most favorable baseball program for the Big Ten Conference, (2) determining what effect this program would have on the college game of baseball, (3) determining whether the players would accept or reject the program, and how they would adjust financially to the situation.

Need for the Study

The college game of baseball is presently faced with many problems. Such difficulties include a season hindered by weather, an insufficient number of games, a loss of outstanding players to the professionals, a lack of spectator interest and attendance, and an inability to finance itself. It appears that many of these problems would be alleviated and baseball, itself, improved through use of a program which would include the summer months.

It has also been suggested that a need exists at various universities during the summer for more leisure time activities. A baseball program during the summer months would present itself as a leisure time activity on a spectator basis. In relation to this, one might expect an increase in game attendance, thus helping to solve this problem.

In conclusion, the likelihood of colleges going on a year around basis makes it essential that each department of the education system study the effects such a change would have upon its own specific area. Many problems which the Big Ten Conference would need to consider in readjusting the baseball program, if and when such an extension results, will be discussed in this study.

Limitations of Study

- (1) This study was confined to the twenty baseball coaches and athletic directors, and two-hundred-sixty-six sophomores and juniors listed on varsity baseball squads in the Big Ten Conference. A more exact account of the problems would have included the views of representatives from professional baseball and from the schools' faculty members.
- (2) This study was subjected to the degree of validity and reliability which accompanies the use of the interview and questionnaire technique.
- (3) This study was biased since a hypothetical case of an extended program was used.

Definition of Terms

Regular Program: The present baseball season.

Summer Program: A season played entirely during the summer session.

Split Season: This refers to both the regular and summer programs, but as separate seasons.

Extended Program: A season beginning late in the spring and continuing through the summer session.

Baseball Program: This refers to one or more of the various programs.

School Program: This refers to whether the school is on a term, semester, or tri-mester basis.

College Game of Baseball: This refers not only to the game itself, but factors closely related to the game, such as equipment, attendance, players, coaches, athletic directors, revenue, calibre of play, and tenders.

Big Ten: This is used to mean the Western Inter-collegiate Conference.

CHAPTER II

METHODOLOGY

Selection of Technique

The study was concerned with determining the feasibility of adapting Big Ten Baseball to the summer months. A lack of related literature and an absence of college leagues operating during the summer placed a restriction on the choice of technique. The most practical method for securing the type of information sought was through the use of two types of surveys. The two types used were: a personal interview of those persons who best understood the problems, coaches and athletic directors; and a questionnaire of the players. The complexity of the problem, the necessity for its correct interpretation, and a need for the understanding of other schools' problems, made the personal interview type of survey essential. The relatively small number of coaches and athletic directors involved made such an idea practical. The large number of players involved and the type of information sought made the questionnaire type of survey adequate for this group.

Preparation for Interview

In preparing for the personal interview the general aspects of the problem were first determined. These were

concerned with: (1) obtaining information needed in setting up the desired baseball program, (2) determining what effect such a program would have on the college game of baseball, (3) identifying the program which schools presently favor.

In order to make the interview more meaningful and less time consuming, a questionnaire based upon the above mentioned areas, and a hypothetical case of an extended program were drawn up. The reason for using an extended program was because many coaches had indicated a preference toward it, and because it contained most of the problems that would be found in the other types of programs. These forms were presented to four members of the staff at Michigan State University (consisting of a faculty member, two baseball coaches, and athletic director) for improvement. The material was then revised and resubmitted for final evaluation. Upon completion it was sent, with a letter requesting a personal interview, to the twenty athletic directors and baseball coaches in the Big Ten Conference. They were asked that the questionnaire be completed and returned prior to the interview.

Included in the packed of materials was a self-addressed post card listing those dates which were open for interviews. These dates were assigned to the various schools in order to facilitate the gathering of materials. The coaches and athletic directors were asked to select two convenient dates from the selected period, when both school members could meet. If no given dates were acceptable, the individual could list

optional dates. Upon receiving the post cards, a schedule was drawn up and the appointments with each member confirmed. A listing of groups, dates made available, and scheduling is found in Table 1.

TABLE 1.--Schedule of dates made available and dates arranged with Athletic Directors and Coaches of the Big Ten Schools for interviewing

Dates Made Available	Schools	Dates Arranged
Feb. 6 - Feb. 19	Iowa	No appointment could be arranged due to illness of coach
	Minnesota	Mon. Feb. 11
	Wisconsin	Tues. Feb. 12
	Northwestern	Wed. Feb. 13
Feb. 20 - Feb. 23	Illinois	Thurs. Feb. 21
	Indiana	Fri. Feb. 22
	Purdue	Fri. Feb. 22 (cancelled)
	Ohio	Sat. Feb. 23
April 9 - 10	Purdue	No appointment could be arranged
Feb. 23	Michigan	No appointment
March 2	"	could be arranged
March 9	"	"
April 10 - 13	"	"

Gathering Data from Athletic Directors and Coaches

The questionnaires were returned and were closely analyzed for omissions and contradictions. The answers were recorded on a master copy and questions of importance were prepared for the interview. The procedure for conducting the

interview followed the outline of the questionnaire and included additional questions which had been drawn up. This made it possible to correct and tabulate data during and immediately after the interview, insuring a greater accuracy in reporting the results.

Preparation of Player Questionnaire

The personal interviews provided the basis for constructing what appeared to be the most widely accepted baseball program for the Big Ten Conference. After drawing up this program the next step was to see how the players would accept and adjust to the change. Because of the large number to be contacted, the most practical method for accomplishing this was through the use of the questionnaire technique.

In constructing the player questionnaire, pertinent data was collected from two areas: (1) Acceptance or rejection of the indicated program and, (2) Means of adjustment. To gain as much objectivity as possible, and to facilitate tabulation, organization, and interpretation, the questionnaire was constructed in a check list form.

The questionnaire was presented to ten sophomore and junior members of the Michigan State University baseball team for completion and suggestions for improvements. It was then revised, and made ready for full scale distribution.

Method of Sampling

The population from which the data was drawn consisted of 266 sophomore and junior baseball players listed on the rosters of all the Big Ten schools. Freshmen were omitted

due to the fact that a prediction of those who would make the varsity squad was not possible. Seniors were omitted for the simple reason that they would not be affected; and most likely, not as interested.

Gathering Data from Players

Questionnaires were sent under previous arrangement, to the baseball coaches of each of the respective schools for distribution. A large envelope with return address accompanied the questionnaire along with instructions for distributing and returning. Returned questionnaires were then numbered, classified according to school, tabulated, and filed for future reference.

Analysis of Data

In order to ascertain whether the schools were favorably disposed to an extended program questionnaires were first edited individually, noting the relationship between the answers of different questions. Later they were edited by section, a question at a time. The results of each school were then listed under the corresponding question on the master copy as a means for comparison. Tables and charts involving pertinent data were then drawn up and results expressed in numbers or percents.

CHAPTER III

INTERPRETATION AND SUMMARY OF DATA

Introduction

As has already been stated, the content of the questionnaire used for interviewing was organized into three major divisions. The discussion of data herein follows this same order, with information from the players' questionnaires being placed into the appropriate areas. Consideration was first given to information which would be needed in setting up the baseball program to be agreed upon. Following this there was a discussion of the effects of such a program on the college game of baseball. The last part is a summation of the preceeding information, and identifies the program presently favored by the various schools.

Limitations of Data

Before presenting and interpreting the data some of its limitations should be reemphasized. Attention should first be called to the number of athletic directors and coaches interviewed or completing questionnaires. Table 2 shows that seventeen of the twenty subjects either completed the questionnaire or completed the questionnaire and were interviewed. The three missing were athletic directors, one of whom recommended the dropping of college baseball. In

reporting the data it was necessary to base one's interpretations on these seventeen subjects. This places many of the problems and discussions in a somewhat altered position than if each result were to represent the feelings of all twenty participants. The fact that ten coaches as compared to seven athletic directors were among this group does not bias the interpretations as each group was considered individually.

The second limitation is that five of the seventeen persons completing questionnaires were not interviewed. Much of the extreme differences of opinion found in the data can be traced to this factor and what seemed to be a lack of understanding concerning some of the problems. Three of these subjects not interviewed were coaches, one of whom was ill and unable to meet at the designated time. Of the two athletic directors one had previous engagements, and the other stated that he was not in favor of discussing a problem to which he was opposed.

A further limitation concerns the percentage of players completing questionnaires. The low percentage of returns, which are listed in Table 3, was partially caused by the failure of two schools to return their questionnaires. Furthermore, the total number of sophomore and junior players was based on team rosters which were made out in the early spring. These contained the names of players who were later dropped from the squads, causing the total number to be overstated. As a result the percentage of returns appears to be lower than they actually are. Undoubtedly, additional problems such as involvement in finals and a concentrated baseball schedule affected the low returns.

TABLE 2.--Number of Athletic Directors and Coaches
completing questionnaires, or completing
questions and interviewed

Schools	Athletic Directors		Coaches	
	Completing Questionnaire and Interviewed	Completing Questionnaire	Completing Questionnaire and Interviewed	Completing questionnaire
Illinois	X	-	X	-
Indiana	-	X	X	-
Iowa	-	-	-	X
Michigan	-	-	-	-
Michigan State	X	-	X	-
Minnesota	X	-	X	-
Northwestern	-	X*	X	-
Ohio	X	-	X	-
Purdue	-	-	-	X
Wisconsin	X	-	X	-
TOTAL RETURNS	5	2	7	3

*This questionnaire was only partially completed causing the total returns for the Athletic Directors in the following tables to vary from six to seven.

TABLE 3.--Number of Sophomore and Junior Players
listed on Big Ten Rosters, number returning
questionnaires, and percent of total (266)
returning questionnaires

Schools	Number Listed on Rosters	Number Returning questionnaires	Percent of total -266
Illinois	28	13	4.8
Indiana	27*	15	5.6
Iowa	46	13	4.8
Michigan	19	9	3.4
Michigan State	26	13	4.8
Minnesota	17	17	6.4
Northwestern	22	-	-
Ohio	29	18	6.8
Purdue	33	19	7.1
Wisconsin	19	-	-
TOTAL	266	117	43.7

*Indiana did not issue a roster and was assigned the average number of players.

It should be noted that the following tables discussed in this chapter are limited in the respect that they represent data based only on those players returning questionnaires. It is possible that this presents a different perspective than would be found if the percentage were based on the total number of players.

The data and interpretations must be considered in view of these specific limitations.

Discussion of Data

As previously mentioned the discussion of data will be presented in three separate sections following as closely as possible the order of the questionnaire. Player's results will be related to those areas to which they lend support.

I. Information Needed in Setting Up Desired Program

The first problem to be discussed deals with the scheduling of games. As might be expected, Friday, Saturday and Tuesday were the preferred days for competition. It is interesting to note that every person interviewed expressed a desire for conference games to be played in a weekend series, rather than the conventional Friday game at one school and a Saturday double-header at another. Many further suggested that non-conference games be played on Tuesday at home; this of course, was a decision for the individual school to make. The advantage of changing to a series would be in the less amount of travel which would be involved, the increased time for study, the possibility of player employment,

and the likeliness of creating fan interest. To further substantiate the last two advantages, as well as to lessen the loss of class time, two of the six athletic directors and eight of the ten coaches were in favor of using Sunday as a playing date. The opposition to such use is well known and need not be examined here.

Involved with this problem was the decision of whether to play a series of four seven inning games, or to retain the two nine and one seven inning games presently used. The difference, primarily, was in three extra innings and the need for another starting pitcher. Table reveals an even split between the athletic directors and the coaches in regard to this problem. The balance of the decision rests with the players where 53.8% were in favor of the present system as compared to 36.8% preferring the series of four seven inning games. Their reasons for this choice were not included in the data.

TABLE 4.--Number of Athletic Directors and Coaches and percentage of players supporting the two types of series

	Series of Four seven inning games	Series of Two Nine and one seven inning games
Athletic Director	3	3
Coaches	5	5
Players	36.8%	53.8%

Even though the present system was favored it is beneficial to investigate whether the various schools would have an adequate pitching staff to play four or more conference games a week. This is a hypothetical problem but one which would need to be answered were a change accepted. Three coaches felt they would not have adequate depth to play a conference schedule requiring four starting pitchers. This, they reasoned, was due to their insufficient amount of scholarships which limited the number and quality of players at their school. An increase in the allotted number of scholarships was not expected. It appears, however, that the central question in this problem was whether the schools would have a good enough team to compete in more conference games without lessening the calibre of play. It seemed that a favorable state would exist to the degree that the above should not be stated as an argument against the use of a series involving four seven inning games. (Based on this data, however, one still finds a slight balance in favor of the three game series.)

At this point, it was possible to begin discussion of the approximate dates of a revised baseball program. Referring to the discussion of number of games per week and including with these the approved number of games per season, it is possible to find the number of weeks needed and select workable dates for the program. There are other factors to be mentioned later which also had to be considered in arriving at the selected dates.

Assuming that the earlier interpretation of data is

correct in accepting a preference for the three game series, the next problem was to determine the total number of conference games and weeks thought to be appropriate. The data in Table 5 reveals that the twenty-seven conference game schedule was the one most frequently selected by both the athletic directors and coaches. On the other hand, more of the coaches selected thirty-six or forty-five games in the hope of obtaining more games. This was not feasible in as much as a thirty-six game schedule at the appointed three games a week required twelve or more weeks of competition. This in turn was considered too long and indicated that twenty-seven conference games at three games a week, for nine weeks was the most acceptable program. It was also realized that a nine week schedule was more easily adopted to a conference of ten teams.

TABLE 5.--Number of conference games suggested
by the Athletic Directors and Coaches

Schools	Athletic Directors	Coaches
Illinois	27	45
Indiana	20-30	27
Iowa	-	20-30
Michigan	-	undecided
Michigan State	27	36
Minnesota	36	36
Northwestern	-	27
Ohio	27	27
Purdue	-	41-50
Wisconsin	36	36
Total favoring 27 games:	4	4
Total favoring 36 games:	2	3
Total favoring 45 games:	0	2

The selection of these factors could not be made independently of one another, as it might appear. There were many other closely related items which had to be considered and understood by those making the choices. It was generally accepted, for instance, that trips away from home should be kept at a minimum, that the schedule should be held on a round robin basis, and that use should be made of the warmer months. After collecting the data, further consideration had to be given to coordinating the program with each schools final examination schedule. This made it essential to project such dates onto a single calendar for convenience in interpretation and setting of dates. This information is found on Chart I. (Lack of sources made it necessary to use school calendars of both the 1962-3 and 1963-4 school years. These dates do not appear to vary much from year to year, and were useful in giving a rough approximation to the dates and problems sought. These schedules were placed in a 1963 calendar.)

In analyzing the information concerning feasible dates, some interesting facts were noted. First, some schools started their summer session finals as early as August 3, and necessitated the setting of the closing date of the program at or near this date. Upon counting nine weeks back from this date it became apparent that a conflict with final examinations given during the spring session resulted. If one contended that the baseball program should not conflict with examinations, then two alternatives were left: (1) The season could be started at the same time as the summer term

CHART I

1963 CALENDAR

FINAL EXAMINATION DATES OF THE BIG TEN SCHOOLS

M A Y							<u>K E Y</u>	
S	M	T	W	T	F	S	ILLINOIS	_____
			1	2	3	4	INDIANA	_____
							IOWA	_____
5	6	7	8	9	10	11	MICHIGAN	_____
12	13	14	15	16	17	18	MICHIGAN STATE	_____
							MINNESOTA	_____
19	20	21	22	23	24	25	NORTHWESTERN	_____
							OHIO	_____
26	27	28	29	30	31		PURDUE	+++++
							WISCONSIN	+++++

J U N E						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

J U L Y						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

A U G U S T						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

and extend to the third of August or beyond, or (2) the season could be spread over the spring and summer sessions with time off for finals. The second alternative would mean starting the season as early as the middle of May. The results, as expressed by the athletic directors and coaches are found in Table 6, and by the players, in Table 7.

TABLE 6.--Type of Season preferred by
Coaches and Athletic Directors

Schools	Athletic Directors	Coaches
Illinois	Extended	Extended
Indiana	Extended	Extended
Iowa	-	Split
Michigan	-	Undecided
Michigan State	Summer	Extended
Minnesota	Summer	Summer
Northwestern	-	Extended
Ohio	Split	Extended*
Purdue	-	Undecided
Wisconsin	Extended	Extended
Total favoring extended season	3	6
Total favoring summer season	2	1
Total split season	1	1
Total undecided season	0	2

*Preferred extended season but thought it would be best to try a trial program during the summer first.

TABLE 7.--Percentage of players
preferring the various types of
seasons

Type of Season	Percentage of Players
Extended	55%
Summer	18%
Present	21%
Undecided	6%

May 1 - August 5 was the extended season.

June 15 - August 5 was the summer season.

Preference for one program or another seems to lie mostly with the decision of the coaches and players. Six of the ten coaches and 55% of the players selected the extended season, while three of the six athletic directors also preferred it. The data gains perhaps more strength when it is noticed that three of the four coaches not selecting the extended program were not interviewed. Most of the other coaches and athletic directors stated that they were not opposed to starting an extended program but had other preferences. One school suggested that a trial program be introduced, and if successful, an extended program be initiated. Three schools and 51% of the players indicated that they would participate in such a trial program. From the above data it is reasonable to state that the extended program is the program most desired by the athletic directors, coaches, and players alike.

Additional data which was needed in making an exact appraisal of a devised program was concerned with the number of non-conference games each school might include if an extended program were used. This information could enable one to give an approximation of the total number of games to be included in the extended season. Before this question could be answered, it was essential to decide whether spring trips would be eliminated, and whether it was acceptable to play games against non-college teams. Results show that five of seven athletic directors and seven of ten coaches were for dropping the spring trip; while, five of six athletic directors and eight of ten coaches recommended playing games against amateur teams. The dropping of spring trips was possible due to the later start which would be used with an extended season. Amateur competition was necessary due to a lack of summer competition among non-conference colleges. One might go a step beyond and add semi-professional and professional teams to this list, although this may cause much debate.

If these choices were accepted, it is probable that non-conference games would be played against college teams during the spring term, and against other available talent during the summer. It was generally accepted among the coaches that these games would be played on Tuesdays. Assuming this, the problem becomes one of determining how many Tuesdays, in addition to the season's nine Tuesdays, are available, and how many games would be played prior to the season opener. The number of non-conference games that the

athletic directors and coaches would likely include in an extended program are indicated in Table 8. The dispersion of their choices made it impossible to arrive at any specific number. Taking nine Tuesdays available during the conference season and adding these to pre-season games one might expect the thirteen to fifteen game schedule to be most satisfactory. In turn this would suggest a total of twenty-seven conference games and thirteen to fifteen non-conference games, or an extended program with forty to forty-two games.

TABLE 8.--Number of non-conference games preferred by Athletic Directors and Coaches

Number of games	Athletic Directors	Coaches
4 - 6	3	2
13 - 15	0	4
20 - 25	1	1
Undecided	2	3

Another topic of interest in the area of scheduling games was concerned with the possibility of playing night baseball. All sixteen subjects thought the overall effect of night baseball would be beneficial and would each approve of it at their school. The players were equally enthusiastic as 91% reported a desire to play games on a Friday or Saturday night. (NOTE: These were nights earlier selected by the coaches and athletic directors during the interview.) It was felt that

Friday night games would allow the student more time to attend classes, as well as to conserve time for study. The selection of Saturday as a possibility for evening competition was defended by some in that they felt students would not use this night to study anyway. Although this may be true, it also must be noted that teams traveling would arrive home much later, possibly reducing the time on Sunday for studying. Saturday remained a questionable choice, while Friday appeared to have a more advantageous position.

However, despite the wide and enthusiastic acceptance of night baseball, many Big Ten schools reported that they were financially incapable of introducing it in the near future. This was mainly because of the high cost of installing lights. Table 9 shows that only three schools would have lights at the onset of any program of this nature. None of the athletic directors or coaches of other schools could foresee the possibility of installing lights or the use of a park with lights in the near future.

At this point, it is necessary to explain another group of data involving player eligibility. In terms of player eligibility, two possibilities existed if an extended program were used: (1) to make freshmen eligible, or (2) to retain the present eligibility rule. The latter meant that freshmen would become eligible upon completing their first year of schooling which in most cases, would mean at the start of the summer session. They would complete their three years of eligibility in the two or three weeks prior to graduation of their senior year.

TABLE 9.--Opinion of Athletic Directors and Coaches
on how readily night games could be introduced
into their system

Schools	Athletic Directors	Coaches
Illinois	Shortly	Shortly
Indiana	Undecided	Shortly
Iowa	-	Undecided
Michigan	-	Never
Michigan State	Undecided	Undecided
Minnesota	Immediately	Immediately
Northwestern	-	Undecided
Ohio	Undecided	Shortly
Purdue	-	Immediately
Wisconsin	Shortly	Shortly

NOTE: The schools answering "shortly" meant by the onset of the program.

Two definite sides were taken in this problem by the athletic directors and coaches. However, with three of the seven athletic directors and five of the nine coaches favoring freshmen eligibility, one was unable to draw any direct conclusion. One school, which was opposed to freshmen eligibility, mentioned that they would not use freshmen players even if this were accepted by the Big Ten Conference. The feelings here appeared very definite. Those opposed to freshmen eligibility claimed that it would: (1) cause

malpractice and cheating, and (2) necessitate two sets of eligibility rules. In reference to the second reason, three of the six athletic directors and six of the nine coaches felt that if freshmen were eligible for baseball they should be eligible for other sports. This, however, was strongly opposed by those who thought that incoming students should not be allowed to play freshmen football. It would appear from these observations that freshmen would not likely be allowed to play football and possibly some other sports, resulting in the two sets of eligibility rules mentioned. The proponents favoring freshmen eligibility include these claims: (1) It would encourage freshmen to strive for early eligibility, (2) that seniors would be at liberty to concentrate on their studies, or go into professional baseball if so desired, (3) that one could complete his eligibility and schooling in less than four years, and (4) that it would prevent teams from being broken up in the middle of the season.

Because there does not seem to be a strong agreement in either direction concerning freshmen eligibility, one might assume that the program would function best by continuing with the present set of eligibility rules. In terms of the above reasons, however, it appears that the program would suffer and further confusion result by such an act. For this reason it is felt that an extended program is more likely to be successful if separate regulations were drawn up and freshmen eligibility allowed at the same time as a new program were initiated.

Associated with the problem of freshmen eligibility is the length of player eligibility. Mention has been made of the possibility of students attending schools the year around to complete their schooling in less than four years. The probability of such an occurrence suggested a change in the present eligibility rules if a minimum of three years of eligibility are to be continued. One alternative to this was to allow June graduates who had completed their schooling in less than four years to continue to compete. Four of the six athletic directors and six of the ten coaches were in favor of making this provision. The other alternative as previously mentioned was to allow freshmen eligibility.

One would expect that there would be many athletes who would not desire to compete as a freshman, or to finish their schooling in less than four years. In order to meet the needs of these people further arrangement would have to be made in eligibility rules which permitted freshmen to play. A flexible arrangement which would permit a choice of any three consecutive years of eligibility was one possible solution. The data in Table 10 discloses that all but one of the subjects wanted to retain the present three years of competition, but only eight of the seventeen subjects were in favor of a flexible eligibility program. The closeness of these results does not allow one to reach a definite decision in regard to a flexible program in eligibility. Its importance does make it imperative in the future for a closer investigation of this problem and all its aspects. It may be that a flexible program in eligibility would help to meet the

constantly changing needs of the students.

TABLE 10.--Years of competition allowed to athletes as suggested by Athletic Directors and Coaches

Schools	Athletic Directors	Coaches
Illinois	3 years & flexible	3 years & flexible
Indiana	3 years	3 years & flexible
Iowa	-	3 years
Michigan	-	3 years
Michigan State	3 years & flexible	3 years
Minnesota	3 years & flexible	3 years & flexible
Northwestern	3 years & flexible	3 years & flexible
Ohio	3 years	3 years
Purdue	-	4 years
Wisconsin	3 years	3 years

NOTE: Flexible meant any three consecutive years of one's college career.

Summer competition also involves a financial and scheduling problem for its participants. This essentially is a matter of obtaining appropriate credits and earning enough money to finance one's schooling while competing in a inter-collegiate program. By competing in a summer program nearly all the monetary value which the summer holds for these students would be sacrificed. An agreement by the sixteen subjects on a need for athletes in an extended program to be enrolled and to carry at least the minimum load during the

summer session fortified this point. Emphasis was placed on standardizing this minimum load. This would force many athletes to seek other means of support - the most logical being to drop out of school another session in which to work. It is important here to point out that 32% of the players endorsed such a plan. However, if one were required to drop out the three sessions, as he normally would if working during the summer, it is possible that he would be unable to obtain the appropriate courses in which to graduate in four years. In attempting to solve the financial problem then, it was necessary to consider this element of scheduling course work.

In order to know whether appropriate course work could be carried during the summer and still fulfill the above needs it was important to know the type of program each school was on and the maximum number of credits one could normally take during the summer months. One also needs to know the total number of credits needed to graduate at each of the schools. The data related to this problem is found in Table 11. In investigating its contents it appeared that four schools; two semester and two term schools, lacked adequate course work during the summer to make this possible. One other term school indicated possible difficulty due to a need of students to take courses in sequence at a designated time. This case appeared resolvable through careful scheduling and by selecting electives during the summer months. A further indication of whether schools had adequate course work to meet individual needs was revealed in the answers of

TABLE 11.---School program, maximum number of summer credits, and opinions of Athletic Directors and Coaches as to whether their school provides adequate course work during the summer session

Schools	School Program	Maximum Summer Credits	Adequate Course Work Provided During Summer		
			Athletic Directors		Coaches
Illinois	Term	8*	Yes	Yes	Yes
Indiana	Semester	12	No	No	No
Iowa	Semester	-	-	-	-
Michigan	Trimester	-	-	-	-
Michigan State	Term	12	Yes	Yes	Yes
Minnesota	Term	12	Yes	Yes	Yes
Northwestern	Term	9	-	-	Yes
Ohio	Term	12	No	No	No
Purdue	Semester	9	-	-	No
Wisconsin	Semester	8	Yes	Yes	Yes

*Expecting to change to trimester in near future.

the athletic directors and coaches. In contrast to the previous interpretation, these results showed that in only three schools of the eight reporting was there any indication of this inadequacy. Evidently, if any type of program during the summer months is to succeed then this is one problem which would have to be solved. This will call for a more exact and complete list of the data given and a closer investigation by each school of its curriculum.

The need to resolve this problem would seemingly require both the school and the athlete to make some choices. The athlete attending school during the summer session, for instance, would be faced with certain alternatives. He could: (1) drop out of school the normal three sessions to work; in some cases this means going to school more than four years, (2) drop out of school two sessions or less, and make loans or work part-time, (3) work part-time while carrying fewer credits and going to school the year around, and (4) use a combination of dropping out sessions to work, working part-time, making loans, or obtaining a scholarship. Table 12 reveals the choices made by the players. It shows that 56% of all the players either chose to drop out of school a session or work part-time while going to school. It was assumed from this data that these players would retain this selection throughout their career. Obviously, any player choosing to drop out three sessions and attending a school with inadequate course work could not graduate in four years. The importance of this problem is emphasized by 35% of the players being undecided as to how they would finance their schooling.

TABLE 12.--Percentage of players who would use the listed means to finance their schooling

Means of Financing Schooling	% of Players
Undecided	35
Drop out another session to work	32
Work part-time while going to school	16
Don't need support	11
Make a loan	3
Work part-time and make loan	3

Ways in which the athletic directors and coaches have suggested to cope with this problem are listed in Table 13. It should be understood that these people were unaware of the athletes' preference and probably of the difficulty which would be encountered by some athletes attending schools which lacked adequate course work during the summer. As such, one might expect that more emphasis would have been given to aiding the athlete in finding employment, and particularly part-time work.

Another problem connected with this was in determining how many athletes participating in more than one sport would be required to work part-time. The players' data seem to reveal that very few would be placed in this situation. The players involved in all cases were on scholarship. If this is true of all cases than this does not present itself as a problem in this area.

TABLE 13.--Suggestions on how assistance would be given to those athletes needing financial support and participating in an extended program

Suggestion	As Expressed by	
	Athletic Directors	Coaches
Assist in finding employment	5	6
Give more grant-in-aids (partials)	5	5
Assist in obtaining loans	1	2
Undecided	1	2

In summary we have said that a great many of the extended program's participants would finance their schooling by dropping out of school another session or working part-time. Furthermore, in some cases these students would not be able to drop out three sessions to work, and still have an opportunity to do the appropriate class work needed to graduate in four years. In order to cope with this problem the athletic directors and coaches suggest giving assistance primarily in finding employment, and in giving more grant-in-aids. This latter provision is taken up in section II.

II. Effects of an Extended Program on the College Game of Baseball

The information sought under the above title was based

on the assumption that the baseball program most desired was an extended program. The preference, as expressed in Table 7, substantiates this assumption and lends support to the data to be given here. In interpreting the results it should be understood that this information is based on opinion and is not factual information.

Consideration was first given to the aspect of weather and the influence it has on the college game of baseball. For if the weather was placing a limitation on the college game, then it was important to estimate to what extent its limitation would be alleviated through the use of an extended program. Verification of this hindrance was found in the replies of the athletic directors and coaches. In answering the questions concerning the importance of weather in limiting the college game, their answers ranged from "slightly" to "greatly", with more emphasis placed on "greatly." The only exception to this pattern came from the athletic director and coach at the same school. They answered "no effect" to both questions and pointed out that: (1) most conference games already were being played, and (2) one could practice inside during the cold weather. Others, in contrast, made reference to seasons where as few as seven games were played by the conference champions. It was also felt by many that the warmer weather found during an extended program would reduce injuries and improve play. It is reasonable to conclude from this that the limitation placed on college baseball by the weather would probably be alleviated or at least lessened by an extended program.

A most important and controversial problem was centered around the relationship between college and professional baseball. This situation, no doubt, has developed out of professional baseball's need for a continuous supply of outstanding talent, and their unscrupulous signing of college players to meet this demand. This practice has been defended by the professionals primarily on the grounds that the college player was not playing enough games or developing at a fast enough rate. The purpose of the following group of data was to see if this situation could be altered through the use of an extended program.

In order to have a basis for further discussion it was important first to establish whether the calibre of Big Ten play was being affected through a premature loss of players to the professionals. Eleven of the sixteen subjects, consisting of five of seven athletic directors and six of ten coaches, stated that the calibre of play was being "greatly" lowered. Accepting this, the next step was to see if this trend would be altered and the calibre of play subsequently improved, through use of an extended program. In order to answer this it was necessary to know whether more players would refrain from signing if an extended program were used. The results as expressed by the athletic directors and coaches are found in Table 14, and by non-scholarship and players on scholarships in Table 15. In interpreting the results on notices that an opinion prevailed among the athletic directors and coaches, especially the athletic directors, that "none" of the players would refrain from signing until

graduation. The most one could conclude about the players' answers was that about one-third would refrain from signing. It would appear then that use of an extended program, as such, would not cause many players to refrain from signing while still in college.

TABLE 14.--Would more players refrain from signing until graduation if an extended program were used

Reply	As Expressed By		
	Athletic Directors	Coaches	Totals
Many	1	4	5
Few	0	0	0
None	4	4	8
Undecided	2	2	4
Total	7	10	17

This brings one to the final question of whether use of an extended program would improve relations with the professionals enough for them to agree not to sign college players until graduation. The answer to this rests entirely with the professionals and one can of course only speculate as to the answer. The deciding factor would seem to be whether the college player will play frequently enough and with a sufficient number of games to reach his top level of performance and development each year. The limitation in this area with

the present program was pointed out by four of the seven athletic directors and nine of the ten coaches, as well as 78.6% of the players. These results are found in Table 16.

TABLE 15.--Would you refrain signing until graduation if an extended program were used*

Reply	As Expressed By	
	Players	Players on Scholarships
Yes	30.8	32.8
Probably	26.5	22.4
No	9.4	10.3
Doubtful	6.8	10.3
Undecided	26.5	24.1

*It was assumed that the players on scholarships would be more apt to sign a professional contract and would therefore give a much better indication. Very little difference was noted in the two groups, however.

TABLE 16.--Does the college baseball player play enough to reach his top level of performance and development each year

Reply	As Expressed By		
	Athletic Director	Coaches	Players-Percentage
Yes	2	1	10.3
No	4	9	78.6
Undecided	1	0	11.1

Thinking of this, one may look at the extended program of twenty-seven conference games. It would seem that any limitation concerning the number of games played would be overcome. Actually, it must be kept in mind that there would not be a great difference in the number of games played between the extended program and the present program. There would be an increase of conference games, but the number of non-conference games would undoubtedly be reduced. For the player who would compete in his home town during the summer, about the same number of games would be played; for the player who would compete in a semi-professional league during the summer it would be less.

There is one important difference to be mentioned here in favor of the extended program. In as much as the player would be playing under more ideal conditions and coaching, not to mention the possibility of graduation within three years, the extended program can easily present a favorable picture to the professionals. To what extent this would go toward persuading the professionals to limit their signing of college players is questionable. It is interesting to note that four of seven athletic directors and seven of ten coaches thought that it would improve relations to the point of making an agreement.

At this point in the discussion it seems necessary to emphasize that physical education and intercollegiate athletics exist for educational purposes and should not be used as a means of supporting or promoting professional athletics. Although it should be taken into consideration

in the planning of any program, prime consideration should be given to the individual and to helping him reach his maximum level of development.

In this section of the problem it was hypothesized that many Big Ten schools were lacking in the amount of leisure time activities provided during the summer session. Leisure is used here refers to both active and passive participation, but more specifically to the latter. If assurance could be made of this assumption then one might expect by using the extended program to partially relieve this need of leisure time activity and at the same time increase game attendance.

The results obtained seemed to contradict this need for leisure time activity in as much as all six athletic directors and five of the ten coaches estimated the amount of leisure time activity at their school from a "moderate" to a "great" amount. On the other hand, thirteen of the sixteen subjects, which included five of the six athletic directors and eight of the ten coaches, expressed that an extended program would provide leisure time activity for a "slight" to "moderate" amount of students. One coach added that this would encourage a stronger intramural program.

In regard to fan interest and attendance it was thought by ten of the seventeen subjects, composed of four of the seven athletic directors and six of the ten coaches, that an extended program would create a "great" increase in attendance.

In summary it has been said that: (1) most Big Ten

schools do not lack an adequate amount of leisure time activity during the summer session, and (2) use of an extended program would provide leisure time activity for a "slight" to "moderate" amount of students, but would probably create a "great" increase in fan interest and attendance.

Another problem given much thought, focused on the financing of an extended program. In analyzing this problem an attempt was made to emphasize the more important items as a means of estimating the expense involved. The attack on the problem was divided into three areas: (1) Items of additional expense, (2) means of economizing, and (3) estimating the increase in expense as compared to the present system.

Recognizing the financial burden faced by the participants of an extended program induced the athletic directors and coaches to seek out means to assist these people. Much emphasis, in carrying this out, was placed on preventing an increase over present costs. The provisions suggested most frequently by the athletic directors and coaches were for assisting the athlete in finding jobs, and in giving more partial grant-in-aids. These results are found in Table 13. Some of those interviewed thought that by giving assistance in finding jobs many students would attend colleges which otherwise they could not afford. It was not clearly stated whether this assistance in obtaining employment would be solely for those dropping out of school a whole session, for those working part-time during the school year, or both.

The suggestion of partial grant-in-aids placed emphasis

on retaining the same number of grant-in-aids presently used, but breaking them down into fractional parts in order to distribute a greater quantity. This essentially would allow a greater flexibility in the distribution of aid, and with no extra cost, would enable more students to receive the assistance needed.

These provisions suggested by the athletic directors and coaches have even greater merit when one recalls that 48% of the players stated they would have to drop out of school a session or work part-time during the school year. This interest in assisting players find part-time employment is further implemented when one considers the impossibility of students dropping out three sessions to work at schools with inadequate course work during the summer and still graduating within four years.

Having pointed out areas of additional expense one turns next to seeking ways of keeping cost at a minimum. In order to reduce expenses or increase income one is faced with certain choices. One of these choices, as previously mentioned, favored the dropping of the spring baseball trip. This savings, in itself, would seem sufficient in most cases to cover any increase in cost which would be incurred by the additional conference trips.

An additional plan suggested as a means of cutting costs was to require those on scholarships to sign a statement agreeing to reimburse the school if they were to sign a professional baseball contract prior to the date of their graduation. The purpose behind such a proposal was not

meant primarily to save money but also to restrain professional baseball organizations from signing college youths. In that only 29.4% of the players presently on scholarships would have consented to signing this oath points out the questionability of its use. Apparently it would not be advisable to make such a request.

A method of increasing income for purposes of conducting an extended program was to charge fans a nominal fee. The data collected revealed that this procedure was presently being used or would be used, with possibly one exception, if an extended program were initiated. The one exception to this was expressed by an athletic director and was a personal belief that students should not be required to pay at school events. Whether any charge is to be made by this method is one of each individual school's choice.

One of the most controversial issues regarding finance was in deciding whether professional baseball organizations should be allowed to contribute in any way to help meet the expenses incurred by the colleges in promoting an extended program. The results of this decision are shown in Table 17. Although it is clearly evident that a majority of both the athletic directors and coaches were in favor of making this allowance, one should understand that this was permissible only under the condition that there would be no obligation to the contributor. Results were not as conclusive in regard to "who" should handle the contributions or in "what way" they would be used. A slight preference was placed by the coaches on having the Big Ten Conference rather than the individual

schools receive the contributions. These funds would then be distributed equally to the ten schools. Suggested uses of the funds included paying for equipment, umpires, transportation, and board. No one provision prevailed.

TABLE 17.--Should the professionals be allowed to contribute in any way to meet the expenses incurred by the colleges in promoting an extended program

Reply	As Expressed By	
	Athletic Directors	Coaches
Yes	4	7
No	3	2
Undecided	0	1

In summary one might conclude that if an extended program were adopted, the spring baseball trips would be dropped; fans would be charged a nominal fee; participants would be given assistance in obtaining employment, and through use of partial grant-in-aids; and professional baseball organizations would be allowed to contribute to the expenses incurred.

The third and final part of this problem was given to estimating the expenses that would be encountered in using an extended program as compared to the present program. By contrasting the previously mentioned added expenses with the various means of economizing one was able to make this

comparison between the two programs. An indication of this relationship is shown in Table 18. This table was based on the assumption that an extended program would cost more than the present program. It was noted that only five of the seventeen subjects though gate receipts and the dropping of spring trips would cover this complete increase in cost.

TABLE 18.--Would gate receipts, in addition to money saved by discontinuing spring training trips, cover the increased cost of an extended program

Reply	As Expressed By	
	Athletic Director	Coaches
Complete increased cost	3	2
Most of increased cost	0	2
Part of increased cost	3	4
No difference	1	1
Undecided	0	1

In view of these results one might conclude that the cost of financing an extended program would be higher than the present costs. It does not appear, however, that this problem will be near as serious as first indicated.

III. Identifying the Desired Program

By giving careful consideration to each aspect of the college game of baseball one was guided toward selecting the

program he thought best. This final section of the study then was intended to bring bearing on all the previous discussions so as to guide the athletic directors and coaches in making this choice.

Consideration was given first to the type of program the individual would introduce, or prefer, if he were to make a change from the present program. These results, which were expressed earlier in Table 7, indicated a preference for the extended program. One might conclude from this data that the extended program was the program most desired.

In realizing that the program a person might choose to introduce might differ from a program of which he would approve necessitated carrying the problem a step further. In other words, it was important to know how many individuals would approve of a certain program even though it differed from the type he himself would introduce. Table 19 reveals that not one person out of sixteen disapproved of an extended program. Two of the subjects were undecided but neither of these were interviewed if this has any particular indication. Furthermore, six of the ten coaches said college baseball would benefit "greatly" from using an extended program; while five of the seven athletic directors claimed a "moderate" improvement. These results are found in Table 20.

In analyzing the data it appears that the program thought to be most favorable for the Big Ten Conference is the extended program, presumably the one outlined.

TABLE 19.--Would you approve of an extended program

School	Athletic Director	Coach
Illinois	Approve	Approve
Indiana	Approve	Approve
Iowa	-	Undecided
Michigan	-	Undecided
Michigan State	Approve	Approve
Minnesota	Approve	Approve
Northwestern	-	Approve
Ohio	Approve	Approve
Purdue	-	Approve
Wisconsin	Approve	Approve

TABLE 20.--Would an extended program hinder or benefit the college game of baseball

Reply	As Expressed By	
	Athletic Directors	Coaches
Greatly benefit	1	6
Moderately benefit	5	2
Slightly benefit	1	1
No change	0	0
Hinder	0	0
Undecided	0	1

An additional point to be made is concerned with the idea of using a trial program during the summer session. In carrying this out, it was evident that one would be faced with the problem of having a lack of adequate competition. To cope with this problem the question was asked of the school if it approved and would compete in the trial program if only four or five teams were included. Their answers, found in Table 21, show that four of the six athletic directors and six of the ten coaches approved of this plan. Nevertheless, in only three cases were both the athletic director and coach of the same school in approval of this program. It would seem from this data that the number that would participate would be very few. Whether it would be beneficial is a decision the individual school must decide.

TABLE 21.--Would you approve of a split
season baseball program

School	Athletic Director	Coach
Illinois	Undecided	Approve
Indiana	Approve	Approve
Iowa	-	Approve
Michigan	-	Undecided
Michigan State	Approve	Disapprove
Minnesota	Disapprove	Disapprove
Northwestern	-	Approve
Ohio	Approve	Approve
Purdue	-	Disapprove
Wisconsin	Approve	Approve
TOTAL		
Approved	4	6
Disapproved	1	3
Undecided	1	1

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The objective of this study was to determine the most favorable baseball program for the Big Ten Conference. The procedure for accomplishing this was to collect, analyze, and interpret data from the following three areas: (1) procuring agreement among the athletic directors and coaches as to the most favorable baseball program for the Big Ten Conference, (2) determining what effect this program would have on the college game of baseball, (3) determining whether the players would accept or reject the program, and how they would adjust financially to the situation. The end result was to synthesize this information into the most feasible baseball program for all concerned.

Information was first secured through a questionnaire followed by a personal interview of the athletic directors and coaches. This provided the basis for constructing what appeared to be the most widely accepted baseball program for the Big Ten Conference. The next step was to see how the players would react to the proposed change. This was accomplished through the use of the questionnaire technique.

Conclusions

Subject to the limitations of the study one can conclude that: An extended program is the preferred choice of the athletic directors, coaches, and players of the Big Ten Conference.

Following is a list of what this program might entail:

(1) Conference games would be played on a Friday and Saturday in a series of three games.

(2) The season would have approximately 40-42 games consisting of 27 conference games, and 13-15 non-conference games.

(3) The extended season would be eleven weeks long, but approximately two of these weeks would be allowed for final examinations in June. It would commence in mid-May and terminate in early August.

(4) Spring trips would be unnecessary and dropped.

(5) Night baseball would be introduced at three schools and played on Friday nights.

(6) Freshmen who enter in the fall would be allowed to compete in the two or three weeks prior to obtaining sophomore standings.

(7) Players would be assisted in obtaining employment.

(8) Fans would be charged a nominal fee.

(9) Professional baseball organizations would be allowed to contribute to help meet the expenses incurred by the colleges in promoting an extended program.

Recommendations

(1) It is recommended that a more thorough investigation be undertaken concerning this problem. This study should attempt to answer the problems of: freshmen eligibility; whether appropriate course work is provided at each of the schools during the summer session; whether tenders should be broken down into fractional parts; what role professional baseball organizations should be allowed to play, and the role they will play; whether athletes should be assisted in finding employment; and scheduling from all its varied aspects.

(2) It is recommended that as few changes as possible be made in inaugurating a new program.

(3) It is recommended that a trial program be tried initially among the schools willing to participate.

APPENDIXES

APPENDIX A

Dear Mr.

As partial fulfillment for my Masters Degree I am investigating what the effects of extending Big Ten Baseball into the summer months might be. In order to do this I am seeking the advice and opinions of the baseball coaches, athletic directors, and players in the Conference. I know that you are busy and your time is limited but will greatly appreciate what assistance you might give me in this endeavor.

The purpose of this letter and enclosed material, then, is to provide you with a guide for many of the problems apparent in such an extension. An extended program has been briefly proposed along with a questionnaire on the following pages. I would appreciate it if you would look this material over. My intentions are: to gain information needed in setting up an extended schedule; to determine the effects on the college game of baseball; to discover if a majority of the schools favor or disapprove of an extended schedule; and then to construct the most feasible extended program for the Big Ten. Once this is completed, another survey concerned with player reactions will be taken with the hope that more conclusive evidence can be drawn.

I would like, if at all possible, to meet and discuss this problem with both the coach and athletic director (either together or separately). As an initial step in setting up a meeting schedule, I am suggesting possible dates on the enclosed post cards. Would you please select those days during this period when you would be available for an interview. In case it is impossible for us to meet during this selected period, there is room on the card for optional dates.

Thank you for your consideration, and I hope to see you in the future.

Sincerely yours,

Ernie Myers

HYPOTHETICAL CASE OF AN EXTENDED BASEBALL PROGRAM IN THE BIG TEN

Approximate Dates

<u>Trimester</u>	<u>Semester</u>	<u>Term</u>
Sept.5 - Dec.20**	Sept.15 - Jan.18**	Sept. - Dec.14**
Jan. 3 - Apr.21*	Feb. 4 - (June 12	Jan.2 - Mar.19*
Apr.29 - (Aug.8)	June 20- Aug. 18)	Mar.25-(June 9 June - August)

*Term players might drop out to finance schooling.

**Term suggested for dropping out to finance schooling.

Season in brackets.

A. Length of Season

1. April 28 or May 1st---August 1 or August 4
2. This is 90 - 100 days less 15 - 20 during June for final examinations, and NCAA Championships (1963-May 30 - June 15). This leaves 70-85 days or 10-12 playing weeks.

B. Number of Games

1. A total of 45-70 games which include 40-60 conference games and possibly 5-10 pre-season games.
2. This would be 4-5 games per week for the 10-12 weeks - playing each team 4-7 times during the season, some preferably in series of 3 or 4 games, on a round robin basis.

C. Playing Days

1. Tuesday, Friday and Saturday
2. Night games would be worked in at those schools which wanted them.

D. Participants

1. Same, under present rules of eligibility
2. Three years of actual competition would be allowed.
3. Students would not be penalized for going through school in less than four years but would have to retain undergraduate standings.

E. Changes Suggested

1. Spring trips would be unnecessary and dropped.

2. Freshmen players would be allowed to participate after two years of league operation, but would be limited to three years of eligibility.
3. Rule 7 Sec. 11 (a) Permissible # of Initial Tenders. Change: The final numbers of tenders would be increased from 80 to 85.
4. Rule 7 Sec. 11 (b) Sources of Aid Funds. Change: Professional sports organizations would be allowed to contribute through a foundation. Such a foundation would be run independently of the professionals, and its sole purpose would be for the promotion of amateur baseball.

Definition of Terms Used

Regular Program: The present baseball season.

Summer Program: A separate season from the regular program, beginning with the summer session.

Split Season: This refers to both the regular and summer programs, but as separate seasons.

Extended Program: This includes both regular and summer program as one season.

Baseball Program: This refers to one or more of the various programs.

School Program: Refers to whether the school is on a term, semester, or trimester basis.

College Game of Baseball: This refers not only to the game itself, but factors closely related to the game, such as equipment, attendance, players, coaches, athletic directors, revenue, and tenders.

Name _____

School _____

PART I

Information Needed in Setting Up an Extended Program

1. What do you think would be the most appropriate opening and closing dates for an extended schedule?

From _____ to _____

2. How many games would you suggest a team play per week?

1. 2 games _____
 2. 3 games _____
 3. 4 games _____
 4. 5 games _____
 5. 6 games _____

3. Which days of the week would you suggest using to play these games? (List the number of games for each day).

	<u>Day</u>	<u>No. games</u>
1.	Sun.	_____
2.	Mon.	_____
3.	Tues.	_____
4.	Wed.	_____
5.	Thurs	_____
6.	Fri.	_____
7.	Sat.	_____

4. Would you approve or disapprove of teams playing a series of 3 or 4 games at a time?

1. Approve
 2. Disapprove
 3. Undecided

5. Would you approve or disapprove of teams playing 4 seven-inning games on week ends?

1. Approve Two 7-inning games on week days?

2. Disapprove
 3. Undecided

1. Approve
 2. Disapprove
 3. Undecided

6. Do you think your school could provide an adequate pitching staff to play 4 or 5 games per week?
1. Yes
 2. No
 3. Undecided
7. Do you think the overall effect of night baseball would be beneficial or non-beneficial?
1. Beneficial
 2. Non-beneficial
 3. Undecided
8. Would you approve or disapprove of night games at your school.
1. Approve
 2. Disapprove
 3. Undecided
9. On which days would you suggest that night games be played?
1. Sun. _____
 2. Mon. _____
 3. Tues. _____
 4. Wed. _____
 5. Thurs _____
 6. Fri. _____
 7. Sat. _____
10. Do you think that night games could be readily introduced into your system?
1. Immediately
 2. Shortly
 3. Never
 4. Undecided
11. How many conference games would you suggest scheduling?
1. 20-30
 2. 31-40
 3. 41-50
 4. 51-60
 5. 61-70
 6. 71-80
 7. More
 8. Undecided
12. How many non-conference games (including pre-season games) would you suggest a team be limited to?
1. 0-3
 2. 4-6
 3. 7-9
 4. 10-12
 5. 13-15
 6. Undecided

13. Would you approve or disapprove of schools playing exhibition games against amateur teams?
1. Approve
 2. Disapprove
 3. Undecided

14. In using an extended program would you approve or disapprove of spring training trips?
1. Approve
 2. Disapprove
 3. Undecided

15. Would you approve or disapprove of freshmen participating in an extended program?

Initially

In Future

1. Approve
2. Disapprove
3. Undecided

1. Approve
2. Disapprove
3. Undecided

16. If freshmen should be allowed to compete in baseball, do you think they should be allowed to compete in other sports?

1. Should
2. Should Not
3. Undecided

17. Would you allow or disallow those students to participate who graduate in less than the prescribed time?
(EX. Seniors who graduate in June)

1. Allow
2. Disallow
3. Undecided

18. Do you think students should be allowed to participate who carry less than a minimum load as defined by your school?

1. Yes
2. No
3. Undecided

19. How many years of competition would you allow one to participate in if an extended program were used?

1. 2 years
2. 3 years
3. 4 years
4. Undecided

20. Do you think the Big Ten should continue to participate in the NCAA Championships if an extended schedule is adopted?

1. Yes
2. No
3. Undecided

21. Do you think that your school would have difficulty in providing the student with appropriate course work during the summer session?

1. Yes
2. No
3. Undecided

PART II

Determining What Effect an Extended Program Will Have on the College Game of Baseball

22. Do you think the weather has limited the advancement of the college game of baseball?

1. Greatly
2. Moderately
3. Slightly
4. No Effect
5. Undecided

23. Do you think an extended program would tend to alleviate most of the problems associated with the weather?

1. Greatly
2. Moderately
3. Slightly
4. No Effect
5. Undecided

24. Do you think the calibre of Big Ten play is lowered through the premature loss of players to the professionals?

1. Greatly lowered
2. Slightly lowered
3. No change
4. Undecided

25. Do you think that more players would refrain from signing until graduation if they were to play an extended program?

1. Many
2. Few
3. None
4. Undecided

26. Do you think than an extended program would improve relations with the professionals to the extent that an agreement would be drawn to limit signing until one has graduated?

1. Yes
2. No
3. Undecided

27. Do you think the college baseball players play enough (frequently and with a sufficient number of games) to reach his top level of performance and development each year?
1. Yes
 2. No
 3. Undecided
28. Would you expect the Big Ten to draw more players if it used an extended program?
1. Great many
 2. Moderate amount
 3. Slight few
 4. None
 5. Undecided
29. In view of your above answers, would you expect an improvement in the calibre of play through the use of an extended program?
1. Greatly
 2. Slightly
 3. No change
 4. Negative change
 5. Undecided
30. Do you think that the summer students at your school have an adequate amount of leisure time activities at their disposal?
1. Great amount
 2. Moderate amount
 3. Slight but insufficient
 4. None
 5. Undecided
31. Do you think that an extended program would provide the leisure time activity for many summer students?
1. Many
 2. Moderate amount
 3. Slight amount
 4. None
 5. Undecided
32. Do you think the extended program would create an increase or decrease in fan interest and attendance (per game)?
1. Great increase
 2. Slight increase
 3. No change
 4. Decrease
 5. Undecided

33. Would you expect the colleges to become the prime source of talent for the professional leagues if an extended schedule were adopted?
1. Yes
 2. No
 3. Undecided
34. Do you think the professionals should be allowed to contribute in any way to help meet the expenses incurred by the colleges in promoting an extended program? If "yes", in what way?
1. Yes
 2. No
 3. Undecided
35. Which of the following ways would you suggest using for assisting those athletes who need financial support and participate in an extended program?
1. Aid them in finding jobs.
 2. Suggest they make loans.
 3. Provide more grant-in-aids for them.
 4. Suggest they drop out of school
some other term to work.
 5. Wouldn't make any provisions.
 6. Undecided
36. In what way would you expect the amateur status of college baseball players to be affected if an extended program were adopted?
1. Improved
 2. Unaltered
 3. Hindered
 4. Undecided
37. If an extended program were adopted, would you expect a substantial increase in the cost of:
1. Installing lights
 2. Maintenance
 3. Travel
 4. Salaries for
coaches
 5. Tenders or other
forms of sub-
sidization
 6. Providing for more
team members.
How Many?
 7. Others

38. Would your school charge fans a nominal fee if an extended program were adopted?
1. Yes
 2. No
 3. Uncertain
 4. Already do
 5. Undecided
39. Do you think gate receipts, in addition to money saved by discontinuing spring training trips, will cover the increased cost of an extended program?
1. Complete increased cost
 2. Most of increased cost
 3. Part of increased cost
 4. No difference
 5. Undecided
40. Do you think that the advancement of the college game of baseball is limited under its present program?
1. Greatly
 2. Slightly
 3. No
 4. Undecided
41. If an extended schedule were adopted would you expect the college game of baseball to hinder or benefit itself?
1. Greatly benefit
 2. Moderately benefit
 3. Slightly benefit
 4. No change
 5. Hinder
 6. Undecided

PART III

Identifying Those Schools Which Approve or Disapprove of an Extended Program

42. If you were to make a change in the Big Ten Baseball Program, which type would you introduce?
1. Split season
 2. Extended season
 3. Other type
 4. Undecided

43. Would you approve or disapprove of a split season baseball program?
 1. Approve
 2. Disapprove
 3. Undecided
44. Would you approve or disapprove of an extended program?
 1. Approve
 2. Disapprove
 3. Undecided
45. Are there any other problems, suggestions, or changes you would make in adopting an extended program? Explain.
46. If you wish a summary of this report please check:
 1. Yes
 2. No

APPENDIX B

Dear Mr.

The Big Ten Conference is very much interested in extending its baseball program into the summer months. Undoubtedly you are familiar with many of the reasons why this would be more beneficial to all concerned. Before undertaking this change however, it is important to find out how the players will accept and adjust to such a program which is the purpose of this survey.

On the following page you will find a brief outline of a hypothetical summer baseball program. The majority of baseball coaches and athletic directors in the Big Ten Conference have expressed a desire for a program of this nature. However, in no way does this necessarily infer that such a program will be adopted or even partly accepted or initiated in the near future.

The final pages consist of a list of questions for you to answer. Your completeness and promptness in answering these questions will be of considerable help in realizing a summer baseball program.

Sincerely yours,

Ernie Myers

EM:jg

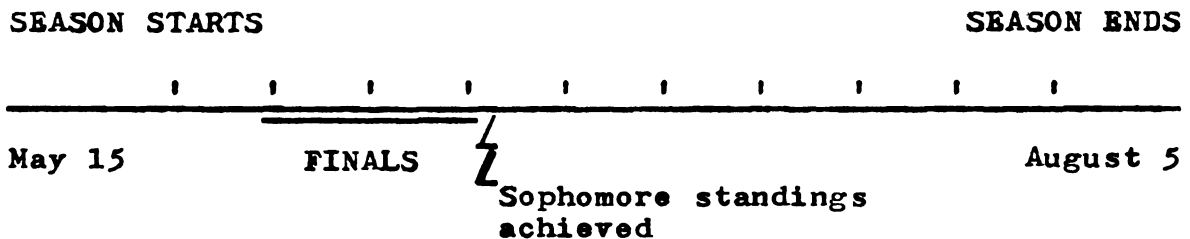
HYPOTHETICAL BASEBALL PROGRAM FOR THE BIG TEN CONFERENCE

Season

The following two possibilities have been suggested:
(All figures and dates are approximations)

PLAN A: May 15 - August 5

- (1) The conference season would be 11 weeks long (maybe 12).
- (2) Two weeks would be taken off near the first of June for finals.
- (3) A total of 27-36 Conference games would be scheduled (3 or 4 games with each school).*
- (4) Freshmen would become eligible upon obtaining their sophomore standings. (Probably 4th week of the season)
- (5) It is possible that freshmen would be made eligible at the start of the season (On May 15).



PLAN B: June 15 - August 5 to 10

- (1) The conference season would be 7 (maybe 8) weeks long and played during the summer session only.
- (2) A total of 21-28 Conference games would be scheduled.
- (3) Sophomore standings would have been achieved and first year students would be eligible.

*The number of games varies due to the number of weeks of competition, but also to the indecision of whether to play a weekend series of 4 seven inning games, or 2 nine and 1 seven inning games.

Program Characteristics

- (1) Conference games would most likely be played on Fridays and Saturdays in a series of 3 or 4 games.
- (2) Night games would be played at each schools discretion.
- (3) Spring trips would be discontinued, and most likely the conference trips would be increased to 4 and 5 on alternate years.
- (4) Three consecutive years of competition would be allowed. This would be flexible to permit one to participate during any three of his four years.

NAME _____

POSITION _____

YEAR _____

OTHER VARSITY SPORTS

SELECT APPROPRIATE ANSWERS

1. Which would you prefer to play? _____

- a. Four 7 inning games on weekends
- b. One 9 inning game and two 7 inning games
on weekends (present system)
- c. Undecided

2. Would you be opposed to playing night games on
a Friday or Saturday? _____

- a. Yes
- b. No
- c. Undecided

3. Would you refrain from signing until graduation
if you were playing under one of the outlined
programs? _____

- a. Yes
- b. Probably
- c. No
- d. Doubtful
- e. Undecided

4. Do you think the college baseball player plays
enough (frequently and with a sufficient number
of games) to reach his top level of performance
and development each year? _____

- a. Yes
- b. No
- c. Undecided

5. If one of the outlined programs had been in use, how would it have affected your decision to attend a Big Ten School? _____
- a. Would have been more inclined to attend
 - b. Would not have any difference
 - c. Undecided
6. If the Big Ten were to switch to one of these outlined programs would you remain in school during the summer to complete? _____
- a. Yes
 - b. No
 - c. Undecided
7. How would you finance your schooling if you played during the summer session? _____
- a. Work part-time during the year
 - b. Make loans
 - c. Drop out of school another term or semester to work
 - d. Don't need support
 - e. Undecided
8. (Answer only if you selected "c" in question 7) which term or semester would you drop out? _____
- a. First
 - b. Second
 - c. Undecided
9. (Answer only if you go to a semester or trimester school) Would you attempt to complete your schooling in less than three years? _____
- a. Yes
 - b. No
 - c. Undecided
10. Which type of season would you prefer? _____
- a. PLAN A - with season from May 1 to Aug. 5
 - b. PLAN B - with season from June 15 to Aug. 5-10
 - c. Present system
 - d. Undecided

11. Four or five of the Big Ten schools are interested in conducting a pilot study prior to committing themselves to a new program. These schools would play a summer schedule separate from the regular season. In case of such an occurrence would you remain in school during the summer to compete? _____

- a. Yes
- b. No
- c. Undecided

12. (Answer only if on scholarship) Upon receiving your scholarship, would you have agreed to reimburse the school if signing a professional contract prior to graduation? _____

- a. Yes
- b. No
- c. Undecided

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