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BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

A CRITICAL EVALUATION BY TEACHERS, OF THE EFFECTS AND VALUES OF "LITTLE LEAGUE BASEBALL", ON ELEMENTARY SCHOOL BOYS WHILE IN A SCHOOL ENVIRONMENT

Submitted by

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(Bachelor of Science in History and Government
at Boston College, 1950)

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

1956

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School of Education
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First Reader: Dr. James A. Wylie, Professor of Education

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CHAPTER ONE

THE PROBLEM AND ITS JUSTIFICATION

CHAPTER ONE

THE PROBLEM AND ITS JUSTIFICATIONS

INTRODUCTION

The Little League Baseball movement which started in Williamsport, Pennsylvania in 1945 with one three team league has grown tremendously. As a matter of fact, its growth has been almost phenomenal. There are presently seventeen hundred (1700) leagues operating in the United States today. In addition, there are also leagues operating in Alaska, Canada, the Canal Zone, Guam, Mexico, the Philipines, Venezuela, and eight Little League teams at military installations in Europe.

Al Laney [1] of the Boston Globe, says:

"Little League has become a very controversial subject. There has arisen a great chorus of criticism from doctors, educators, physchologists, psychiatrists, physical education experts and others. Equally qualified experts rushed to its defense. The dispute has revolved around the question of whether it was harmful, emotionally and physically, for children to be involved in a competition that was nationwide, culminating in a so called World Series during which younsters were the subject of enormous publicity and, some add, exploitation."

STATEMENT OF THE PROBLEM

A critical evaluation by teachers of the effects and the values of Little League Baseball on elementary schoolboys while in a school envirdnment.

JUSTIFICATION

Because of Little League's phenomenal growth and its controversial nature, some work should be done in regards to its effects on children

1. Al Laney, "Little League", Boston Daily Globe p. 14, Jan. 2, 1956.

in relation to their school environment. Many articles and research works have been done about Little League in regards to its emotional, physical and mental effects on boys in general. The phase which deals with the effects of Little League on a boy's scholastic environment has been sadly neglected.

DEFINITION OF LITTLE LEAGUE BASEBALL

Little League Baseball is a sport that is patterned after Major League Baseball and is essentially the same except for certain modifications. These modifications are designed to fit the eight to twelve year old boy's ability to compete and play in organized competitive baseball at his own level.

CHAPTER TWO

REVIEW OF LITERATURE PERTAINING TO LITTLE LEAGUE

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REVIEW OF LITERATURE PERTAINING TO LITTLE LEAGUE

The various arguments for and against Little League Baseball as stated by authorities in all fields, will be presented in this chapter.

The first of these, Ben Solomon,[2] Editor of "Youth Leaders Digest" and a recognized authority in the field of recreation has this to say concerning Little League Baseball:

"Formally organized, highly competitive team games for this age group can be physically, emotionally, psychologically, sociologically and educationally harmful. Below three years of age children are in the "wee" age and from 3 to 6 they are in the "knee" age, from 6 to 13 they are very definitely in the "me" age, (me or I). Team play requires full cooperation, submergence of self for the group interests, throttling of initiative, speeding up or slowing down an individual's natural gait of growth and his freedom of choice. All of these requirements of team play are not the right program for the "me" age, and forcing them into that pattern is artificial and can seriously interfere with their normal gradual character and personality development. Formally organized team play, records-keeping and breaking, formally organized practice periods, all of this makes work out of what should be play. Children's games should be for fun and laughter. The game is a tool, a method by which we expect to fashion better and happier boys. It must not be made into a vehicle for adult purposes in which the children themselves are not interested. Competition, of course, is good or bad according to how it is used. In informal games or intramural sports it's an excellent thing and should be promoted. But as soon as competition is used to attain questionable ends, it can be bad for the health of the youngsters, for their character development, for the community itself."

"Tensions that accompany formal play, the pressures and demands of unreasoning spectators will help burn up children at an early age. It stimulates the very young, creating physiological ills and weaknesses which may show up severely years later."

"Just what do we mean by formally organized team competition? Here's a sort of composite definition. This type of competition includes frequent games, emphasis on winning, formal practice under adult coaches, survival contests, long, full seasons, bold, exhibition or champtionship games, much publicity, large adult crowds of strangers, TV, radio,

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2 Ben Solomon, "Little League - Menace Or Blessing?" Youth Service Inc. pp 3 and 4 Jan. '55 Putnam Valley, N. Y.

newspaper announcements, record-keeping and record-breaking, emphasis on individual stars and championship teams. All this makes for high emotional stimulation, extraordinary strains on half-grown bodies and social pressures this age group should not know. A child's heart and other organs and his bones at this age are not fully grown. His size and weight is much ahead of his organic growth, and medical men agree that no child under 13 years of age should be allowed to participate in competitive team games of this type. The resolution of the American Association of Health, Physical Education and Recreation says, and is typical of the others that - 'Inasmuch as pupils below the tenth grade are in the midst of the most rapid growth with the consequent bodily weaknesses, and maladjustments, partial ossification of bones, mental and emotional stresses, physiological adjustments and the like . . . be it therefore resolved that the leaders in the field of physical education should do all in their power to discourage inter-scholastic competition at this age level because of its strenuous nature'."

In this article, Major John L. Griffeth[3] Editor of the Athletic Journal has quoted the following authorities:

"Dr. Charles Bucher, the very noted physical education authority, quoted Dr. C. L. Lowman recently in "LOOK" magazine as follows: 'I consider the movements to encourage highly organized competitive activity for boys and girls below the high school age to be especially dangerous because neither skeletal growth, cartilages or joints, to say nothing of muscles, are sufficiently developed'."

"Creighton Hale, instructor in Physiology at Springfield College, said: 'Now the data, the facts presented deal with any type of activity as far as physiological evaluation is concerned. It is true of football, true of basketball and all other activities. No physiological harm can be done to a child, regardless of the sports that we have today. Realizing that basketball is much more strenuous, still it cannot harm a child physiologically. Perhaps I should point out there is a difference between physical injury and physical harm. You could have a broken bone which is an injury and physiologically it will not harm. In fact, a broken bone, as many know, may mend to be stronger than it was before it was broken'.

'Scientific research substantiates the fact that competitive athletics do not physically harm normal children and yet there are still people who knowingly or unknowningly perpetuate this idea that there is a physiological harm which can come to a child through competitive sports. In 1948 and again in 1950 at the International Congress of Sports

3 Major John L. Griffeth "Athletic Competition for Children?" The Athletic Journal Vol. XXXIV Jan. '54 pp 18, 20, & 55 The Athletic Journal Publishing Co., Chicago, Illinois.

Medicine, this problem was studied and it was agreed by the physiological and medical people specializing in this area that there is no physiological harm done to children by competing in athletics'."

"Dr. J. Roswell Gallagher, who heads the adolescent services of Children's Medical Center in Boston, said in a recent issue of "PARADE": 'What we need in America's schools today is more athletics. Parents don't realize that most teen agers need more exercise than they get.' "

"Dr. Esslinger, director of major courses in physical education at Springfield College reports on a questionnaire which all of the parents of the players in Fresno, California were required to fill out:

		Yes	No.
'1.	Did Little League play make him restless at night?	5	144
2.	Did Little League play cause your son to lose sleep?	3	147
3.	Did Little League play make him nervous?	9	140
4.	Do you feel that Little League hurt him?	3	143
5.	Would you let him play again next year?	149	none
6.	Do you feel that Little League Baseball is a good thing for boys?' "	150	none

"John Bunn, Athletic Director at Springfield College says: 'All of the leagues have been surveyed, 1700 of them, and from the survey which has come in, which represents 50% return, that of the managers of these leagues, 65.% had some training in youth leadership. Of the officers' of the Little Leagues in the various communities, over 70% had some training in youth leadership. I am wondering if our public and private recreational departments in the United States today have that high a percentage of trained leaders for youth activities?'

'This information was broken down as to whether they were school teachers, whether teachers of physical education, whether they had training in scout work, Y.M.C.A., C.Y.O., Sunday School work, Boys Club, etc., and the tabulation had been made on that basis. In many cases, many of them had had training in all of these phases.'"

Also included in this chapter will be some articles on Elementary Physical Education, since the work concerns Elementary school children.

George E. Anderson [4] the Assistant Executive Secretary, American Association for Health, Physical Education and Recreation, N.E.A. states:

4 G. F. Anderson "What's The Score In Athletics In Elementary Education" National Education Association Journal Vol. XLIV pp 16-17 '53 National Educational Association, Washington, D. C.

"Elementary school children need to play and compete with others in wholesome activities that develop skill and daring. Youngsters need to discover their own physical abilities and develop confidence in the functioning of their bodies. During their early years particularly children need direction in selecting activities. To grow and develop as normal, healthy, happy individuals free from undue fears and tensions, they must experience play situations with which they can cope. If our program is to be really successful we must consider both the elementary school athletic program and other athletic activities for elementary school children in the community."

"Many existing community programs worry school people. They fear exploitation of children by unbridled commerical interests, which are often aided and encouraged by parental approval. In some communities youngsters play organized games without benefit of medical examinations. Often poor or inadequate supervision is supplied. At times children are transported many miles to participate in sectional, regional, or national contests. This practice is one few states will allow, even high-school teams to follow."

"To provide facilities and uniforms for the limited number of participants in the commerically sponsored program, local money which might have been used to benefit all the children of the community is siphoned off and set aside for a few selected boys. The many hundreds of other boys and girls are relegated to the role of spectators. This situation may be psychologically harmful to both the players ad the children who are confined to the role of spectators. If specific and conclusive evidence could be presented to prove that highly competitive midget - team athletics are undesirable for child participants and spectators, most commerical concerns sponsoring athletics for children would be willing to withdraw their present support of such programs. But without extensive research we can't be sure of the effects of these programs on children."

"Because there is doubt about the effects, however, we should proceed slowly in dealing with our children's future health and happiness. This does not mean elimination of all competition but rather adoption of a safe and sensible approach in our athletic programs for children."

"In general, parents favor highly competitive league play because they are not well informed about what is happening to their children. Much high-powered publicity has supported"Little Leagues"."

"Educators generally have failed to interpret to parents the opinions of medical specialists, psychologists, sociologists, and growth-and-developments specialists."

"What then should be our approach to athletics for children, who need and want an opportunity to exercise, and play? First, we must find a way to provide a broad program of athletic activities for all the children of all ages, under competent leadership. Let us provide under this leadership games, sports and other recreational activities that will help our children grow physically, emotionally and mentally strong.

"If highly competitive activities are desirable for some, let it grow naturally out of this broad program without fanfare. Let it grow with all the emphasis on the real joy of playing the game. This means providing a situation in which the child is free to grow according to his natural design, without being forced or driven by an unnatural enviornment, and in which he can develop a right social direction.

"Each child is an individual with varying rates of growth and development. Each child has interests and needs shaped by his social enviornment. Therefore, the community athletic program, as well as that of the school, needs to be broad so that all children will find happiness, satisfaction and wholesome growth in athletics."

Simon A. McNeely [5] in the National Elementary Principal says:

"Thruout the nation programs of athletics for elementary-aged children are flourishing. Many of these are highly organized. Leages and championships sponsored by school people, recreation departments, youth-serving agencies, "service" clubs, or commerical establishments, involve thousands of children, in hundreds of communities, in almost every state of the union. Some of these athletic enterprises are nationwide promotions such as Little League Baseball and Midget Football.

"Parents, educators, recreation leaders, and other thinking citizens are concerned about this growth of athletic programs for children. Many people believe that such programs are undesirable. Others, equally sincere and well-meaning, hold that these activities provide valuable experiences. The question then is - what is right? What kind of athletics? What kind of competition?

"A joint committee on Athletic Competition for Children of Elementary and Junior High School Age has studied this program for four years. The committee's report was completed in April of 1952. In essence the report recommends the kind of competition that will safeguard the health and well-being of youngsters and help them develop a

5. Simon A McNeely "What Kind of Athletics for Children?" National Elementary Principal Vol. XXXII pp. 28-29 Oct. '52 Educational Press Association, Washington, D. C.

true sense of values regarding their own importance and the place of athletics in well-rounded living. It condemns highly organized competition for children of elementary and junior high school ages."

"The report is not against athletics for children - but recommends athletics as a phase of a varied developmental program of physical education. Athletics, carried on by capable and understanding leaders, provide educational experiences for children that are difficult, if not impossible to duplicate."

"The report does not recommend the elimination of competitive experience, it condemns highly organized competition for immature youngsters. The Joint Committee specifically points out the high pressure areas to be avoided."

"Highly organized competition in the form of leagues or championships; over-emphasis by means of newspapers, radio, televisions, or similar media; stress on individuals rather than teams, such as selection of "all star" teams, tournaments, frequent contests, long seasons, "little" bowl games or other procedures that cause pressures or that make undue physical demands on the youngsters."

Miss June Berg [6] a physical education instructor has this to say:

"On the question of the advisability of all-out competitive sports for elementary grade students it was gratifying, at an institute for the in-service training of rural and city elementary teachers on physical education in Montana, to hear the state supervisor - Mr. Carl E. Klafe - flatly say and often reiterate that highly competitive sports for under high school age are detrimental and often dangerous. Though the medical authorities have been saying this for years, the question needs to be emphasized and to be pointed upon once again to physical education and recreation workers and to parents. We have a way of growing lax about what the authorities say!"

"Before we go into this discussion, however, let's understand what we mean by competitive sports. We refer to interschool, interplayground athletics, or to field days in which the competition involved is the sole goal rather than the enjoyment of the sport itself. All activities involving big muscle action, such as running or jumping, have a multitude of values for growing boys but not when the children are egged on to a point of high excitement, followed by exhaustion. When a sport has gone to a point where a child must play in disturbed physical, mental and emotional equilibrium the slightest, then you are touching what we call competitive sports, as competitive sports are conducted in the majority of instances."

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6 June Berg "Are We Fair To Our Children?" Recreation Vol. XLI pp 530-531 March '48 National Recreation Association, N.Y.C., N.Y.

"We don't advocate taking competition out of sports, but we are against highly competitive tournaments, particularly for pre-adolescent and early adolescent years. The last these can be is detrimental. The pressure of his classmates, his parents, and his own natural desire to win is so bitter and galling when upset by a loss that many a child's spirit is broken. As a physical education instructor myself, I have seen high school teams return from district tournaments, whipped, as guilty as if they had committed all the crimes on the calendar."

"What could such an emotional upset do to a younger child's mind and personality? He is not mentally or physchologically or physiologically able to bear the stress. Here, we must take child psychology into careful consideration. The youngster becomes frustrated, embittered, the dregs of failure are hateful in his mouth; he doesn't understand how to combat this personal slap in the face, because that's the way he takes it."

"Some will say that children play major sports games on sandlots and backyards, regulation style, as tight as they can go. But in backyards there isn't that emotional strife, that do-or-die feeling inspired by spectators. Medical authorities state that a small boy uses as much energy as a football player in a day. But not - stop to think - in the same amount of time. Don't let the promotors of highly competitive sports tell you that pitting him against others in his own age won't be harmful, for he is bound to attempt to put out the energy of an adult in an adult's time with a child's boyd mechanism. Not only do we know a child's heart is not equipped for all out competitive sports, but neither are his bones, particularly those of his shoulder's."

"Mr. Klafs said, 'They will reach competition soon enough and have to live in it for the rest of their days. Let your children be children and play as children while children'."

One of the most consistent arguments against Little League Baseball is that it is not truly a child's game. The claim is made that the adults have concieved the game itself and have foistered on the children, adult ideas of organized competition and standards. Mortimer H. Morris [7] Superintendent of Recreation at Croton-On-Hudson, New York says:

"Little League Baseball, has spread like wildfire through forty-four states, biddy basketball attracts youngsters for national championships; Pop Warner football finds youngsters playing in bowl games. A top television show stars tiny boxers."

***

7. Mortimer H. Morris "Too Many Midget Athletes" New York State Education Vol. XLI pp 32, 33 April '54 New York State Teachers Assoc., Utica, N. Y.

"Midget athletics are adult conceived and game centered. What the boy does with the bat and the ball becomes more important than what the bat and the ball do for the boy."

Miss Phebe Martha Scott [8] Bradley University, Peoria, Illinois conducted a survey to get the viewpoints of Parents, Teachers, and Administrators towards organized competition in the elementary schools, grades four through six. She states her results as follows:

"A total of 1,099 subjects responded to her questionnaire: of these 357 were parents, 508 were classroom teachers and 234 were administrators, including special supervisors of physical education. On analysis, the data yielded the following facts:

1. A majority of all three populations tended to be favorable in attitude toward intensive competition at the elementary school level.

2. The wide range of scores indicated wide differences of opinion on this question. This difference is more apparent among teachers and administrators than among parents.

3. Statistically significant differences were found in the attitudes of parents, teachers, and administrators. The parents were most favorable toward intensive competition at the elementary school level and the administrators were the least favorable.

4. The men in this study indicated more favorable attitudes toward the intensive competition than did the women.

5. Individuals in this study who have had experience with competition expressed greater favorability toward it than those with no experience."

"It appears that the program of intensive athletic competition at the elementary school level has the acceptance, if not the wholehearted approval, of most of the parents and teachers and administrators in the schools included in my study. On the other hand, a minority in all three populations is opposed to intensive competition. The scores on the scale, although indicating favorability, do not necessarily indicate a high degree of favorability."

8. Phebe Martha Scott "Attitudes Towards Athletic Competition In Elementary Schools" American Association for Health, Phy. Ed. & Recn. -Res. Quarterly Vol. XXIV pp. 352-361 Oct. '53 National Education Assoc., Washington, D. C.

Miss Elvera Skubic [9] of the University of Southern California, Los Angeles, California has this to say:

"Throughout the nation there is considerable interest in the promotion of competitive recreational activities for boys 15 years of age and younger and much as been said and written pro and con in regard to the advisability of highly competitive activities for boys below the ninth grade."

"Critics argue that there are harmful aspects of Little League type baseball, one of which is the emotional over-stimulation of boys which results from such factors as the presence of large numbers of spectators at games and undue emphasis on winning games. On the other hand, advocates of highly organized activities believe this type of experience to be more beneficial than harmful to youngsters."

"It is the purpose of my study to obtain by means of the Galvanic Skin Response test, scientific data regarding the emotional responses of boys in a variety of competitive situations. More specifically it is the purpose of this experiment to test:

1. The emotional responses of boys before and after participation in Little League and Middle League games and to compare these results with similar tests on the same boys before and after competition in physical education classes.

2. To compare the emotional responses of league players with that of a group of non-players.

3. To determine whether there are differences in the emotional responses of boys at various ages.

4. To determine if there are differences in the emotional responses of boys to various intensities of competition.

5. To determine the emotional reaction of boys to winning and losing games."

"The Galvanic Skins response test is a measure of changes in sweat gland activity. The test affords an indication of the activity of the Autonomic nervous system which is of major importance in the bodily changes associated with emotional states."

9. Elvera Skubic "Emotional Responses of Boys to Little League and Middle League Competitive Baseball" American Assoc. for Health, Phy. Ed. & Recn. Res. Quarterly Vol XXVI pp. 342-352 Oct. '55 National Education Association, Washington, D. C.

"Many critics of Little League Baseball have stated that highly organized competition places physical and emotional strains on boys which may be harmful to their general welfare. Insofar as the Galvanic Skin Response can be taken as a valid measure of the emotional excitation of the boys of this level, the results of the present study suggest that youngsters were no more stimulated by competition in league games than they were by competition in physical education games."

Lewis A. Hess[10] says:

"Bill, my Son, at eleven years of age, is quite typical pre-adolescent. Like other boys of his group he is restless and finds adult relationships difficult. He prefers to conform to the standards of the group or gang, rather than to the patternsn, suggestions, and admonitions of his parents."

"At all periods in the growth and development of my son, I find it important to consider his readiness for the types of experience confronting him. For best learning it is necessary to establish a proper relationship between his capacities and the tasks to be performed. Just as children through the process of maturation reach stages of readiness to walk, to read, and to do arithmetic computation, so also are there stages of readiness for learning games and sport skills and participation in organized competitive athletics."

"Developmental factors associated with age are related to capacity to learn, and perform many motor activities. Body build, height, weight, endurance, muscular strength, flexibility and speed of reactions are related to each child's ability to learn sports skills. Thoughthe may be in the same school grade, he is not ready in terms of maturation for competitive athletics just as is the case with most boys in his school class."

"Competition is a well-established and healthy aspect of our way of life. We are, for the most part, competitive animals with a desire to excel. Children like competition and benfit from it, but competition can degenerate into anxiety, selfishness, dishonesty, and other personality problems. We must not lose sight of the fact that children compete for the sake of play, for the fun of playing."

"Invariably, adult-imposed standards give rise to problems of children's athletic competition. There is nothing inherently wrong with the sports themselves. The artificial stimuli brought about by highly organized leagues, schedules, travel, championships, tournaments, newspaper publicity, awards, and rewards, too often lead to a false sense of

10. Lewis A. Hess "Competitive Athletics for My Son?" Childhood Education Vol. XXXI pp. 441-442 May '55 The Association for Childhood Education International, Washington, D. C.

values. Excessive parental interest, adult direction, and pressure to in have a tendency to inflate the activity out of proportion to its importance in the over-all educational program. Our children should not be competing for the benefit of their parents' ego, nor should they be under the pressure of meeting expectations beyond their maturity.

"Let us make possible adequate sports competition for all children, based on their developmental needs and interests, on an intramural, neighborhood, or community basis, with intelligent supervision."

Dr. C. L. Lowman [11] Orthopaedic Hospital, Los Angeles, California

says:

"Strenuous athletics during the period of adolescense is a subject of concern for health educators and members of the medical profession who have observed the damaging effect of improperly supervised programs of physical education for this age group. The adolescent period is the time of most rapid growth, the halfway period between immaturity and maturity, during which the stresses and strains, both physical and emotional, of activities injudiciously imposed and undertaken may affect the life-long health of the individual child and, in the aggregate the health of the nation. In 1946 the Society of State Directors for Health and Physical Education passed the following resolution."

'Inasmuch as pupils below the tenth grade are in the midst of the period of most rapid growth, with the consequent bodily weaknesses and maladjustments, partial ossification of the bones, mental and emotional stresses, physiological readjustments and the like, be it, therefore resolved that the leaders in the field of physical education should do all in their power to discourage interscholastic competition at this age level because of its strenuous nature.'

'Be it further resolved that where school systems continued to foster a program of interscholastic sports competition for pupils below the tenth grade, that they be urged to limit it to pupils who are physiologically mature as measured by roentgen pictures of the degree of carpal bone ossification, advanced chronological age plus beard growth, or some other indication of physiological maturity'."

[11] Dr. C. L. Lowman "Vulnerable Age" Journal of Health, Physical Ed. and Recreation Vol. XVIII pp. 635-636. Nov. '47 American Association for Health, Physical Education and Recreation, Washington, D. C.

At the National Recreation Congress [12] in Cleveland in October of 1950, a committee was appointed to consider standards of organized competition in sports and athletics for boys under twelve years of age. The committee headed by F. S. Mathewson, Superintendent of Recreation, Union County, New Jersey Park Commission and which included twenty-four recreation superintendents, directors and college representatives - arranged for the National Recreation Association to distribute a questionnaire, in the name of the committee, to all recreation executives in the country. Some of their findings are as follows:

1. A heavy majority of recreation departments approve competition on either an inter-center or city-wide basis for a number of activities, provided these activities are conducted with adequate controls. It is also clear that an overwhelming proportion are opposed to state and national competition at this age level.

2. Only 36 out of 304 recreation executives favored national competition for boys of Little League age.

3. Although a majority report desirable results from having boys wear uniforms, a considerable number feel that special outfits have undersirable effects upon them, upon the extent of participation and upon boys not so equipped. Those in favor of uniforms say that it makes the youngsters feel more like a ballplayer, it creates parent interest, makes them play better and they are proud of their uniforms. The substantial group opposed to uniforms felt that players tend to think of themselves as big shots, expect too much from their leader and the public, and uniforms tend to spoil them.

12. A Survey by National Recreation Association Committee on - "Competitive Athletics for Boys Under Twelve" Recreation Vol. XLV pp.489-491 Feb. 1952 National Recreation Association, New York, New York

This article from the Associated Press at Des Moines, Iowa appeared in the Boston Globe[13]:

"Little League Baseball makes demands on boys 8 to 12 years old for which they are not equipped, says the Journal of the Iowa State Medical Society."

"In an editorial in its August issue, the publication adds that the Little League system is of dubious value as a means of preventing juvenile delinquency."

"The editorial notes that about 350 years ago, "the aristocrats of London" became tired of such amusements as bear-baiting and cock-fighting and "hit upon the novel idea" of child actors whose ineptness proved highly entertaining."

"In those days no one thought that the exploitations of children were reprehensible, but if anyone had made such a suggestion, no doubt one of the originators of the scheme would have dreamed up the idea that it was a means of preventing juvenile delinquency, the editorial said."

"The Little League system, which 8-to-12 years olds are being introduced to championship competition baseball, is little more than a repetition of what happened in the first Queen Elizabeth's time."

"Little boys are put under considerable pressure to work rather than play - several hours a day at learning and exhibiting skills for which, in most cases, their stage of development does not equip them. But papa and often mama, too have made it crystal clear to him that he must make the team, or stay on the team . . . . on penalty of losing. their affection and esteem."

"The editorial states that due to the time when games are played, junior frequently doesn't get to eat a well-balanced meal with the rest of the family, but instead eats peanutbutter sandwiches by himself at 8 o'clock at night!"

13. Editorial in the Boston Globe - "Medical Journal Raps Little League" Boston Daily Globe August 5, 1955 pp. 1 and 5.

Johnny Antonelli [14] star pitcher of the New York Giants in the N
National League has this to say concerning Little League Baseball:

"There has been a great deal of criticism of the Little League recently, just as there is criticism of any new thing that has grown as fast as the Little League. In my opinion, the critics of Little League Baseball have exaggerated its hazards."

"I've heard three major complaints against the Little League. One is that a child's physical health is damaged. Secondly, his mental health is supposedly impaired. Third, the youngster is allegedly "exploited" by shrewd promotors."

"If all these condemnations were as true as some people claim, it would be heard to understand how any of the thousands of ex-Little Leaguers ever managed to survive the game."

"First, in the matter of physical health, Between 9 and 12 years of age I was playing sandlot ball in Rochester, New York where I was born. We kids played just about as "fiercely" as youngsters can play and if it's possible for normal, healthy kids to "overstretch" themselves, we did it every day, and it certainly never hurt us."

"In the matter of mental health, critics insist there is too much competition among Little Leagues. They say that the young fellows worry about the outcome of a game, that they will become conceited if they win and dejected if they lose. Certainly there is competition, and - just as when I played sand-lot ball and later, in my mid-teens, played "rover" for the Kodak Park Athletic Association in Rochester - competition against another good team can be plenty tough. Sure we worried about games and we wanted to win. But since when is this a disadvantage? When is it a better time for kids to learn that sometimes you lose and sometimes you win? That is something everyone has to learn, and shielding children from it seems to me a serious injustice to them. I would say that the business of team competition, of winning and losing, is the best possible experience for the youngsters."

"As for the business of exploitation, this would have been news to me and to the other kids on the sand-lots of Rochester when we were 9 to 12. We'd have been overjoyed to be given good uniforms and equipment and to receive competent instruction and fine ball park facilities given Little League teams. And, just as I later wore the initials K.P.A.A.

14. Johnny Antonelli "Should Your Boy Play In A Little League?" Better Living pp. 24, 56, 57, 59 August, 1955 Mass. Market Publications Inc. New York, New York

when I was playing for the Kodak Park Athletic Association, we wouldn't have minded wearing outfits that told who sponsored us as a team. If this is exploitation, it certainly is a cheap price to pay for all the real advantages from the so-called exploitations."

SUMMARY OF THE CHAPTER

Presented in this chapter are many of the arguments, pro and con, concerning Little League Baseball. In addition, the arguments pro and con concerning all organized competitive athletics for children of the Elementary School age are also put forth.

Class-room Teachers, Physical Education Teachers, Coaches, Doctors, Administrators, Recreation Leaders and Athletes all have been quoted pro and con. From the over-all expressions of those quoted, it is evident that although great strides have been taken towards a better understanding of the aims, purposes and effects of organized competitive athletics on children, the question is not resolved. The problem can stand a great deal of research in many other phases of it, before it will be resolved.

CHAPTER THREE

PROCEDURES

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PROCEDURES

DEVELOPMENT OF QUESTIONNAIRE

This study is being conducted in an attempt to find the effects and values that Little League Baseball may have upon a child while in his school enviornment.

In the previous chapter devoted to a review of literature, it is apparent that the effects and values of Little League Baseball on elementary school children were fairly well covered in regards to his physical, emotional and mental health as a whole, but not in relation to his school work. They spoke of the effects and values in terms of a child's physical make-up, his relationship with his parents, his mental health, his play-attitude's, his eating habits, his physiological and psychological growth, etc., yet none of the work was directed towards discovering or studying how all the above would affect him scholastically.

In an attempt to find out the effects and values of his emotional, physical and mental well-being in relation to his school enviornment and his scholastic ability, a questionnaire was formed to determine the answers of some of the effects of Little League Baseball on his over-all school life, that is socially, scholastically, etc. Included in the questionnaire are questions regarding many other phases of his school life. Many of the questions are aimed at determing if some of the claims of Little League proponents and opponents have validity. For example, Little League

proponents state that Little League encourages sportsmanship, develops qualities of leadership, improves their attitude towards discipline, etc., while opponents of Little League claim that the game makes the child over-nervous, gives him a big shot attitude, gives him a false set of values, etc.

Of course, who can better observe the effects and values of Little League Baseball on boys in their school environment than the classroom teacher.

In deciding to construct the thesis questionnaire towards having the teacher answer it, it was felt that he or she would be the least biased of all the people who would come in contact with the Little Leaguer. The rest - League Officials, Coaches, Managers, Parents, Umpires, would all be influenced by personal feelings to a much higher degree than the teacher, having been in close contact with the children during their playing in Little League Baseball.

PERCENTAGE OF RETURNS

Fifty questionnaires were sent out containing twenty-seven questions to be answered on Little League ballplayers. On the front of each questionnaire was a statement of the purpose of the questionnaire with instructions on how to answer it. Forty of these questionnaires were returned, this is an 80% return.

GEOGRAPHICAL DISTRIBUTION OF QUESTIONNAIRE

The area of distribution was in just one city. It was decided to conduct the survey in the City of Somerville, Massachusetts. Each section of the city is represented in the questionnaire, since the players are chosen from every section of it.

This questionnaire was distributed to the teachers in the following manner:

All the teachers in the Elementary Schools throughout the city were contacted. It was explained to them just what the questionnaire was concerned with. The object of the test was expressly impressed upon them, that is to say, they were asked to keep in mind that the idea of the test was not to favor or denounce Little League Baseball, but to seek out some of the effects and values on children while in a school environment.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

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PRESENTATION AND ANALYSIS OF DATA

All the data compiled from the forty cases which were received will be presented in this chapter. In the tables will be presented the number of answers, the percentage proportion of answers and the standard error of percent. Following each table will be a comment on the significance of each table.

STANDARD ERROR OF PERCENT

The standard error of a percent (σ_p) has been obtained through the use of Edgerton's tables.[15]

15. H. A. Edgerton, D. G. Patterson, "Table of Standard Errors and Probable Errors of Percentages", Jnl, App. Psy. Vol. X Sep. 1926.

TABLE 1.

The evaluation given by twenty teachers on 40 individual boys as to whether they improved, declined or remained the same in their sportsmanship.

	Number	Percent	S.E.P.
Improved	21	52.5%	.079
Declined	13	32.5%	.074
Remained the Same	6	15%	.056

The majority of the boys improved in sportsmanship as the above shows. This would indicate that Little League Baseball has helped the majority of youngsters' sportsmanship.

TABLE 2.

The evaluation given by twenty teachers on 40 individual boys as to whether their home work suffered, did not suffer, or remained the same.

	Number	Percent	S.E.P.
Suffered	6	15%	.056
Did not Suffer	30	75%	.068
Remained the Same	4	10%	.047

The overwhelming majority here shows that the boys' homework did not suffer as a result of playing Little League Baseball and is a favorable point for Little League proponents.

TABLE 3.

The evaluation given by twenty teachers on 40 individual boys as to whether they improved socially, declined socially or remained the same.

	Number	Percent	S.E.P.
Improved	18	45%	.079
Declined	15	37.5%	.077
Remained the Same	7	17.5%	.061

It is evident that the above table shows this question to be almost at a standstill as to whether or not the boys improved socially. This matter of social improvement is one of the proposed values of Little League. This would seem to indicate that Little League Baseball does not seem to be an influence on boys one way or another, as far as their sociability is concerned.

TABLE 4.

The evaluation given by twenty teachers on 40 individual boys as to whether they seemed nervous, not nervous, showed no change, the day of a game.

	Number	Percent	S.E.P.
Seemed Nervous	7	17.5%	.061
Not Nervous	24	60%	.077
Showed No Change	9	22.5%	.067

From this table it is evident that the majority of the boys did not show any evidence of nervousness the day of a game. This is another point against Little League opponents who claim that it makes the children high strung due to the so-called pressure of Little League play.

TABLE 5.

The evaluation given by twenty teachers on 40 individual boys as to whether the boys were over-tired or they were not over-tired or showed no change.

	Number	Percent	S.E.P.
Were over-tired	8	20%	.063
Were not over-tired	28	70%	.072
Showed no Change	4	10%	.047

This table shows that the majority of boys were not over-tired as a result of playing Little League Baseball and thus indicates that it did not affect their energy towards school work.

TABLE 6.

The evaluation given by twenty teachers on 40 individual boys as to whether they showed any evidence of a "Big Shot" attitude, no evidence of one, or seemed the same.

	Number	Percent	S.E.P.
Any Evidence	10	25%	.068
No Evidence	28	70%	.035
Seemed the Same	2	5%	.035

Although this indicates that the majority of boys did not show any evidence of a "Big Shot" attitude, nevertheless, it indicates that there is a fairly high number that did show evidence of a "Big Shot" attitude and shows that there may be some harmful results of Little League in relation to a child's ego due to the harmful publicity which he may have encountered from the press, radio and TV. This is an admitted sore spot with Little League officials.

TABLE 7.

The evaluation given by twenty teachers on 40 individual boys as to whether their classroom discipline improved, declined, or remained the same.

	Number	Percent	S.E.P.
Improved	8	20%	.063
Declined	19	45.5%	.079
Remained the Same	13	32.5%	..074

Since the above figures show that a majority of the boys did not improve in classroom discipline, it indicates that Little League Baseball does not instill better discipline in its youth as it claims. This could possibly be attributed to the qualities and capabilities of the leadership in Little League. Many critics state that Little League's leadership is faulty and not properly trained to handle and lead youth.

TABLE 8.

The evaluation given by twenty teachers on 40 individual boys as to whether there was evidence of development of qualities of leadership, no evidence of leadership, or nqtchange apparent.

	Number	Percent	S.E.P.
Evidence of Development of Leadership	16	40%	.076
No Evidence of Development of Leadership	20	50%	.079
No Change Apparent	4	10%	.047

These are qualities which Little League is supposed to bring out in boys. The table indicates that Little League does develop these qualities in some of the boys. However, the majority of the boys did not show evidence of these qualities, which indicates that Little League claims fall far short of their expectations.

TABLE 9.

The evaluation given by twenty teachers on 40 individual boys as to whether their school work showed improvement, showed a decline or remained the same.

	Number	Percent	S.E.P.
Improved	10	25%	.068
Declined	22	55%	.079
Remained the Same	8	20%	.063

Since most of the boys showed a decline in their school work while engaged in Little League, it indicates that Little League is uppermost in the minds of these youngsters which causes them to neglect their school work to some degree.

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TABLE 10.

The evaluation given by twenty teachers on 40 individual boys as to any signs of unusual restlessness before playing that night, no signs of restlessness, or did they remain the same.

	Number	Percent	S.E.P.
Unusual Restlessness	10	25%	.068
No Signs of Restlessness	21	52.5%	.079
Remained the Same	9	22.5%	.067

According to this table most of the boys did not show any signs of restlessness before playing Little League Baseball on a particular night.

TABLE 11.

The evaluation given by twenty teachers on 40 individual boys as to whether they showed any new signs of being high strung or irritable, no new signs or remained the same.

	Number	Percent	S.E.P.
New Signs of Being High Strung or Irritable	4	10%	.047
No New Signs	32	80%	.062
Remained the Same	4	10%	.047

This indicates that almost all the boys showed no new signs of being high strung or irritable and is definitely a good point for Little League. This is a factor which comes in for a great deal of criticism from opponents of Little League who say that the tensions brought on by highly organized competitive athletics such as Little League, caused the child to become highly emotional and high strung.

TABLE 12.

The evaluation given by twenty teachers on 40 individual boys as to whether they showed loss of interest in school work, no loss of interest or remained the same.

	Number	Percent	S.E.P.
Showed Loss of Interest	8	20%	.063
Showed No Loss of Interest	31	77.5%	.065
Remained the Same	1	2.5%	.027

This indicates that the amount of boys who did not show loss of interest in school work was a decided majority over the number of boys who did show a loss of interest in school work, as a result of playing Little League Baseball.

TABLE 13.

The evaluation given by twenty teachers on 40 individual boys as to whether, because of their Little League ability, were shown more respect by classmates, less respect or the same respect.

	Number	Percent	S.E.P.
More Respect	15	37.5%	.077
No More Respect	20	50%	.079
The Same Respect	5	12.5%	.053

It is interesting to note that according to this table, the majority of boys who play Little League Baseball were showed no more respect by their classmates because of their participation in the sport.

TABLE 14.

The evaluation given by twenty teachers on 40 individual boys as to whether, because of their Little League ability, developed a false set of values.

	Number	Percent	S.E.P.
There Was A Development	6	15%	.056
No Development	32	80%	.062
Remainsd the Same	2	5%	.035

This indicates that the great majority of boys did not show any evidence of a development of a false set of values in school as a result of Little League play.

TABLE 15

The evaluation given by twenty teachers on 40 individual boys as to whether his cooperation in classroom projects improved, declined or remained the same.

	Number	Percent	S.E.P.
Improved	9	22.5%	.067
Declined	22	55%	.079
Remained the Same	9	22.5%	.067

This shows that the playing of Little League Baseball did not improve the majority of the boys in their cooperation in classroom projects. This is contrary to the claim of Little League proponents who say that the playing of Little League Baseball improves a youngsters desire to cooperate and to work as a team.

TABLE 16.

The evaluation given by twenty teachers on 40 individual boys as to whether there was any evidence that their manners improved, declined or remained the same.

	Number	Percent	S.E.P.
Manners Improved	8	20%	.063
Manners Declined	19	47.5%	.079
Remained the Same	13	32.5%	.074

This indicates that the majority of the boys declined in manners. There is nothing here that will showtthat Little League has a good influence in regards to improving a boy's courtesy.

TABLE 17.

The evaluation given by twenty teachers on 40 individual boys as to whether they placed too much emphasis, no emphasis, or remaind the same as the result of winning in informal school games or activities.

	Number	Percent	S.E.P.
Too Much Emphasis	10	25%	.068
No Emphasis	28	70%	.072
Remaindd the Same	2	5%	.035

This indicates that the playing of Little League Baseball does not cause the majority of the boys to place too much emphasis on winning in informal games or activities.

TABLE 18.

The evaluation given by twenty teachers on 40 individual boys as to whether they were depressed in school if their team lost, did not seem depressed, or remained the same.

	Number	Percent	S.E.P.
Depressed in School	4	10%	.047
Did Not Seem Depressed	30	75%	.068
Remained the Same	6	15%	.056

This table indicates that the claims of Little League opponents in which they say that losing has a very serious effect on boys in the lower grades would seem to be of no validity since the great majority of the boys did not seem to be depressed as the result of their team's loss.

TABLE 19.

The evaluation given by twenty teachers on 40 individual boys as to whether they had a depressed feeling if they were the cause of their team's lose, did not seem depressed or remained the same.

	Number	Percent	S.E.P.
Were Depressed	12	30%	.072
Did Not Seem Depressed	15	37.5%	.077
Remained the Same	13	32.5%	.074

This table indicates that the boys were not affected one way or the other, that is to say they neither seemed depressed nor not depressed as a result of being the cause of their team's loss.

TABLE 20.

The evaluation given by twenty teachers on 40 individual boys as to whether they were able to control their temper. Were not able to control it or were the same.

	Number	Percent	S.E.P.
Were Able to Control Temper	32	80%	.062
Were Not Able to Control It	7	17.5%	.061
Were the Same	1	2.5%	.027

This indicates that the majority of the boys were able to control their temper. This is a point in favor of Little League Baseball. It could be due to other influences such as the parents, the boy's own temperament, the rules of the league and so on. Nevertheless, it does speak well for Little League.

TABLE 21.

The evaluation given by twenty teachers on 40 indidivual boys as to whether, when their team won, did they carry their elation to school next day, did not show elation or remained the same.

	Number	Percent	S.E.P.
Showed Elation	20	50%	.079
Did Not Show Elation	11	27.5%	.071
Remained the Same	9	22.5%	.067

This indicates that the majority of the boys showed elation when their team won. This is a normal reaction for a normal boy, one which is to be expected.

TABLE 22.

The evaluation given by twenty teachers on 40 individual boys as to whether they seemed, as a result of Little League Baseball, to develop an argumentative nature, did not develop one or remained the same.

	Number	Percent	S.E.P.
Developed an Argumentative Nature	5	12.5%	.053
Did Not Develop One	31	77.5%	.065
Remained the Same	4	10%	.047

This indicates that the playing of Little League Baseball did not cause the majority of the boys to develop an argumentative nature. The critics of Little League say that it develops an aggressive nature in a boy due to the pressure of coaches, the emphasis on winning etc.. This table shows that this assumption is unwarrented.

TABLE 23.

The evaluation given by twenty teachers on 40 individual boys as to whether there seemed to be a decline in their over-all school record in the last quarter, an improvement or remained the same.

	Number	Percent	S.E.P.
Seemed to Decline	6	15%	.056
Seemed to Improve	33	82.5%	.059
Remained the Same	1	2.5%	.027

According to this table Little League activity does not cause a decline in the boys' over-all school record in the last quarter, but on the contrary, it shows that the majority improved.

TABLE 24.

The evaluation given by twenty teachers on 40 individual boys as to whether their popularity increased, declined or remained the same.

	Number	Percent	S.E.P.
Popularity Increased	14	35%	.075
Popularity Declined	17	42.5%	.078
Remained the Same	9	22.5%	.067

This indicates that the amount of boys whose popularity increased and those whose popularity has declined as a result of playing Little League Baseball is about the same, which tells us that Little League hasn't really affected the boys' popularity one way or another.

TABLE 25.

The evaluation given by twenty teachers on 40 individual boys as to whether their Little League experience affected adversely their participation in recess period, did not affect them or did they remain the same.

	Number	Percent	S.E.P.
Did Affect Adversely	3	7.5%	.043
Did Not Affect Adversely	35	87.5%	.051
Remained the Same	2	5%	.035

This table indicates that most of the boys were not affected adversely in their participation in recess periods but it still does not mean a great deal. I say this because, after all, normal boys will when given an opportunity to give vent to their energy during a school day, will do so quite quickly and wholeheartedly.

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TABLE 26.

The evaluation given by twenty teachers on 40 individual boys as to whether they were absent the day of the game, were not absent the day of the game, or did not recall.

	Number	Percent	S.E.P.
Were Absent	0	0%	5 .000
Were Not Absent	37	92.5%	.040
Did Not Recall	3	7.5%	.043

This shows that the boys definitely were not absent from school the day of a game. Perhaps the reason for this is that if they did not attend school the day of a game, they would not be permitted to play that same evening.

TABLE 27.

The evaluation given by twenty teachers on 40 individual boys as to whether they were absent the day after the game, were not absent the day after the game, or could not recall.

	Number	Percent	S.E.P.
Were Absent	2	5%	.035
Were Not Absent	35	87.5%	0051
Could Not Recall	3	7.5%	.043

The very small number of boys who were not absent the day after the game indicates that the boys did not suffer any ill effects from playing at all, as regards their school attendance.

CHAPTER FIVE

A SUMMARY OF THE FINDINGS AND CONCLUSIONS

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SUMMARY OF THE FINDINGS

As regards the particular phases of a child's school work or factors which are directly related to his scholastic record, such as manners, discipline, cooperation in classroom projects, improvement or no improvement in homework, loss of interest or no loss of interest in school work, it is interesting to note the following:

In discipline and manners there is a similarity in the results. As a matter of fact both of them show that Little League Baseball does not instill better discipline and manners in the majority of its youth. This is a major claim of the Little League proponents, inasmuch as they say that a boy's discipline and manners will improve through playing in organized games under the supervision and guidance of adults who will require obedience and courtesy of them, as members of one unit. The idea being that a boy will realize he is a part of a cog which must cooperate and obey if the whole unit is going to function properly. This is directly traceable to the qualities and capabilities of the leadership in Little League. This is one of the leading criticisms of Little League by many authorities who claim that the majority of Little League leaders are not properly trained to handle the youngsters.

It was also shown that the majority of the boys did not improve in classroom cooperation. This must also be considered a mark against Little

League's claim that playing in Little League Baseball develops teamwork and a sense of cooperation.

The matter of social improvement is one of the proposed values of Little League. Since this question was not resolved because the number of boys who improved socially, and the number who did not improve socially, was almost the same, it is evident that this claim by Little League proponents is not proven.

In homework and interest in school work, it was indicated that the majority of boys did not suffer as a result of playing Little League Baseball. This is a favorable point for Little League. Of course, these two factors mentioned have not been discussed at any great lengths by either the opponents or proponents of Little League.

Some of the other factors which affect indirectly a boy's scholastic record or influence his school enviornment are: popularity, nervousness, sportsmanship, qualities of leadership, ability to control his temper, his informal activities, big shot attitudes, his sense of values, etc.

Some of the good points in favor of Little League play which were stated in the previous paragraph are: sportsmanship, nervousness, ability to control his temper, informal activities and sense of values. That is to say, as a result of playing Little League Baseball, the majority of the boys improved in sportsmanship, were not overly nervous, showed ability to control their tempers, did not place too much emphasis on informal school games and activities, and did not develop a false set of values.

It was also shown that the majority of boys did not develop qualities of leadership and that the playing of Little League Baseball has neither increased nor decreased the boys popularity.

CONCLUSIONS

It appears that the points brought forward in defense of Little League are equally as potent as the points brought forward against it.

The previous paragraphs show that Little League is influential in:

1. Improving the majority of the boys' sportsmanship.
2. Has little, if any, effect on making a boy nervous.
3. It is a favorable factor in developing self control in the majority of the boys.
4. Shows that the majority of the boys do not emphasize winning in informal school games or activities.
5. Does not develop a false set of values in the majority of boys.
6. Does not cause a decline in homework in the majority of the boys.
7. Does not cause the majority of boys to suffer a loss of interest in school work.

In addition the previous paragraphs showed that Little League also had the following effects:

1. In the majority of cases, Little League does not improve a boy's discipline, but instead causes a decline in it.
2. The majority of the boys showed a decline in manners as a result of playing Little League Baseball.
3. The majority of boys showed a decline in the cooperation of classroom projects.
4. The majority of boys did not show any evidence of a development of qualities of leadership.

The fact was also pointed out that the playing of Little League Baseball did not affect a boy's popularity one way or another and it also indicated that the playing of Little League Baseball did not influence the boys in the matter of their social improvement, or decline.

CHAPTER SIX

LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

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LIMITATIONS

1. The questionnaire had to be answered by recall. However, the twenty teachers who answered the questionnaires on forty boys said that they did not have any difficulty at all in establishing good recall.

2. Only 40 questionnaires out of the 50 distributed were returned, despite the fact that the teachers who were contacted and had consented to answer the questionnaires had accepted a total of 50 questionnaires.

SUGGESTIONS FOR FURTHER RESEARCH

1. That this study be conducted on a much larger area, perhaps state wide or even nationally.

2. That this study be more elaborate in the sense that it be a more thorough investigation or research study of all the qualities that are developed through the playing of Little League Baseball and which influence a child's school environment or scholastic record in any way.

3. That this study be sent to other people who would have an influence on a child's scholastic achievement, namely, the parents.

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APPENDIX

LITTLE LEAGUE

Name:

Age:

Date:

QUESTIONNAIRE

1. Did his sportsmanship improve?
2. Did his homework suffer?
3. Did he improve socially?
4. Did he seem nervous the day of a game?
5. Did he seem over-tired?
6. Any evidence of "Big Shot" attitude?
7. Did his attitude toward classroom discipline improve?
8. Did this participation develop any qualities of leadership?
9. Did his school work show improvement?
10. Was he unusually restless before playing that night?
11. Did he show any new signs of becoming high strung or irritable?
12. Did he show loss of interest in school work?
13. Did classmates show him more respect because of his Little League Baseball ability?
14. Have you seen any evidence of a false set of values as a result of this program?
15. Did his cooperation in classroom projects improve?
16. Did his manners improve?

17. Did he place too much emphasis on winning in informal school games or activities?

18. When his team lost did he carry his depressed feeling to school the next day?

19. Was he depressed if he was the cause of his team's loss?

20. Was he able to control his temper?

21. When his team won did he carry his elation to school next day?

22. Did he seem to develop an argumentative nature as a result of Little League competition?

23. Did his over-all school record decline in the last quarter?

24. Did his popularity increase?

25. Did his Little League experience effect adversely his participation in Recess period?

26. Was he absent the day of the game?

27. Was he absent the day after the game?

Please use this space if you have any further comments.