

1949

# A study of New England college football and related public opinion

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Botsford, Harry G. Jr.

A Study of New England College  
Public Opinion

Football and Related

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A STUDY OF NEW ENGLAND COLLEGE  
FOOTBALL AND RELATED  
PUBLIC OPINION

Submitted by  
Harry G. Botsford, Jr.

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Thesis

A STUDY OF NEW ENGLAND COLLEGE FOOTBALL  
AND RELATED PUBLIC OPINION

Submitted by

Harry G. Botsford, Jr.

(B. S. Ed., Boston University)

In partial fulfillment of requirements for  
the degree of Master of Education

1949


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CHAPTER I  
INTRODUCTION

Statement of the problem -- Football has long been a source of copy when the financial aspect is the subject. The newspapers have used the theme as a space-filler when they had nothing else to write about. The writers, who are the leaders of public opinion and can easily sway the public, have for the most part never done any significant research on the topic; as a result, their prospective imaginations have run rampant. One has only to pick up the newspapers to learn that the colleges are making huge financial gains and the Saturday game is a "gold mine." It is to this end that this study is dedicated--a survey of public opinion and the actual facts, as they exist in college football in New England.

Review of literature -- People never seem to realize the financial obligations that the colleges have to meet at every game. One of the better informed sources presents an excellent technical outlook of the situation:<sup>1</sup>

Most colleges do good to break even, as fancy-salaried coaches, scholarships, scouts, travel, training expenses, rental fees for ball parks and officials' pay checks all

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<sup>1</sup>John Kelso, "Football Is \$50,000,000 Business in New England," Boston Post Magazine, 25 September 1948.



enjoy a terrific bite out of the over-all take in.

It costs a great deal of money to move a football team any length of distance. A thousand miles of journeying will nick the college athletic budget to the tune of seventy-five hundred dollars.

Actually, most colleges sponsor athletics not for the financial returns of the contests, but for the interest that a successful team will foster in the alumni and the prospective students, in addition to providing recreation for students. In other words, a successful team will, in the long run, be more instrumental in the college's receiving of grants and contributions from the alumni. The money that builds the ivy-covered colleges comes from the alumni - not the football gate.

A previous study that did a survey of twenty-two small colleges proved very conclusively that football - at least in that bracket - was not on a paying basis. The author<sup>1</sup> of the article had this to say:

The football program is not only not a source of support for the other athletic programs, but is itself a direct expense to the college. Football is then made possible for colleges of this group and for others which they typify, by the use of funds given or paid for educational purposes.

In order to find out what had been written on this subject, a survey of all current literature was made. All

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<sup>1</sup>Ernest Wilkens, College Football Costs, School and Society 46; 391-4 19 March 1938.

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of the current books on football and its income were scanned to discover what the authors had written. The issues of Educational Index from 1934 through the present were examined. All sources of newspaper material were investigated. Reference was also made to the Bibliography of Research Studies to determine if any other theses have been written at other universities dealing with this subject. None was found that dealt with the subject of this thesis.

Method of Procedures -- Use of two questionnaires was employed in the gathering of the facts and figures that are in the thesis. The first dealt with the financial aspect of the survey. The questionnaire<sup>1</sup> was sent out under the guidance of Dr. John Harmon, Director of Athletics and Physical Education at Boston University. This questionnaire was sent to the thirty-four members of the New England College Conference on Athletics. The second<sup>2</sup> was a questionnaire that selected at random a sample of the population in the area. This questionnaire handled the public opinion aspect of the survey. The author personally interviewed one hundred people to obtain the sampling.

Limitations of the study -- The limitations of the study must receive notice, in that they are of utmost importance in

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<sup>1</sup>Appendix A

<sup>2</sup>Appendix B

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the final interpretation of the study. It is of great significance that the reader keep in mind that the New England area is hampered by certain factors that do not influence other areas - namely, the colleges in this area, for the most part, have small stadia, not too many of the colleges play inter-sectional games and as a result, the respective gate suffers. One other factor that not too many realize is that there are not many colleges in the area that can be classified as "big time" and play the high pressure-type of football.



CHAPTER II  
ANALYSIS AND INTERPRETATION OF DATA

The data that has been collected will be presented in this chapter as individual findings on each question.

Question one, What defines "Big Time" football? The results from this question were broken down into eight fields: schedule, college enrollment, amount of money spent on the sport, coaches employed, money made, college desire for prestige, attendance and finally the amount of subsidization at the individual college.

TABLE I  
PERCENTAGE FINDINGS ON WHAT DETERMINES "BIG TIME" FOOTBALL

<u>Topic</u>	<u>Percentage</u>
Schedule	40
Amount of money spent on sport	20
College enrollment	12
Money received from the sport	12
Amount of subsidization	5
Coaches employed	4
Game attendance	4
College desire for prestige	3

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

REPORT OF THE COMMITTEE ON THE REVISION OF THE CURRICULUM OF THE DEPARTMENT OF CHEMISTRY

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These findings show that the public, for the most part, feel that the schedule is the final determining factor in the classification of the colleges as to whether or not they are so called "Big Time." However the other factors that are present and shown in the table cannot be overlooked. Here is an opinion that was advanced very recently in a popular magazine that at the time was dealing with the college student and his opinions concerning the past, present and the future.<sup>1</sup>

--Look at college football today. Nowadays a football game is a contest between two big organizations. The players are all specialists. They're the raw material and they are obtained by a kind of purchasing department. Then the production department (the coaching staff) works over the raw material and turns out the product--the team. The value of the product is measured by games won and cash customers at the stadiums. The public relations staff - the advertising department - dresses up the product in bright packages of publicity and spectacular stuff. That's college football today--

This represents just one person's opinion, but the class that it comes from should be noted, the college group. If this is the entire college opinion, the significance is of great importance; people are beginning to look at college football with the idea that it is a business, not a sport or recreation.

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<sup>1</sup>John McPartland, "Intercollegiate Bull Session", Life, 28 March 1949, page 114.

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Question two, what is your opinion of "Big Time" football? This question brought many varied responses. The best the author could do was to break them down into ten areas or ideas. Twenty-six per cent of the people interviewed could express no definite idea and stated all they could say was that they enjoyed football. Twelve per cent expressed a more concrete opinion; they felt that the game was getting away from the basic concept of the sport, that of playing for recreation and enjoyment. Eight per cent stated that the high pressured game was necessary so as to obtain national prestige and increased student enrollment. Another eight per cent thought that football was a vicious activity that the better athlete was caught in and exploited. Another sounder presentation, seven per cent, was that better football created a unifying effect among the graduates and the undergraduates and in general raised the college spirit and morale. The fifth group looked at it from another aspect. They felt the better the game the better the competition, and in turn the better the game, just a circle of improvement and development. In this class were six per cent. Five per cent expressed the thought that the game was too hard on the players. The seventh group, four per cent, had two classes. One said that the game was good for all concerned; the other stated that football helps the other sports, both by financial assistance and providing players. Three per cent,



the eighth classification, thought that football was no different no matter what class was considered. Two per cent advanced the theory that football needs stricter control of the game and other phases including procurement of players. The last group, one per cent, expressed the opinion that the only people that benefit from the game are the better players who turn professional.

What is the purpose of college football? This is the third question. That is an excellent question and one many

TABLE II  
PERCENTAGE ANALYSIS OF QUESTIONNAIRE CONCERNING  
PURPOSE OF COLLEGE FOOTBALL

<u>Topic</u>	<u>Percentage</u>
For the financial return from football	30
Personality adjustment	17
Foster spirit of competition	13
Development of school spirit	13
College desire for publicity	11
Student recreation	8
Development of physical education	6
Development of football	2



people and sportswriters have tried to answer. The sportswriters have tried to put their own thoughts into their columns and not the real facts. The cause or purpose will be discussed in the following chapter.

Questions four, five, six and seven present the public's view of how much the colleges--both small and large--are making from football. The findings were as follows:

(1) the cost of football for the small college presented a mean of 26,940 dollars, the range was from 3,000 to 80,000 dollars. (2) the income of the small colleges ranged from 3,000 to 250,000 dollars; the mean was 57,960 dollars. (3) the cost of the so-called big colleges ranged from 10,000 dollars to a high of 200,000 dollars, the mean of this group was 76,760 dollars. (4) the public's estimate of the income of big time college football in New England ranged from 15,000 dollars to 800,000 dollars, the mean of the incomes was 214,000 dollars.

The second phase of the study of costs and incomes of the New England colleges concerns the questionnaire that was sent out to the various directors of athletics of the colleges of the area.<sup>1</sup> The returns of this questionnaire were a little under sixty per cent. Of the thirty-four questionnaires sent out, the author received twenty replies.

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<sup>1</sup>Appendix A.

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The percentage of return was .588. One college that replied did not have football. Thus the group that was in the table was cut to nineteen. The table was broken down into Incomes, Costs and Difference.

Establishing \$80,000 as an arbitrary dividing point for costs, the author separated the results and established the following: (1) the income of the small college ranged from zero to 23,775 dollars with a mean of 9,152.91 dollars (2) the income of the large college ranged from 51,000 to 376,000 dollars with a mean of 261,700.00 (3) the costs of supporting football in the small college showed a range of 1,200 to 31,735 dollars and a mean of 14,581 (4) the costs of "Big Time" football ranged from 95,000 to a high of 121,000 dollars and established a mean of 103,500 dollars.

Returning to questionnaire appendix B, and taking up question eight, "In your opinion do most colleges make money from football?" the following results were observed. Of the one hundred persons selected for questioning, fifty-six said yes and forty-four declared no.

"Do you think that college football is worth the emphasis it has?" was the ninth question. It was intended to determine if the public thought that football was really good. Seventy-six said yes and twenty-four said no.

Since the question of subsidization of football players has been a frequent point of debate with the news-

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It then goes on to discuss the various departments and the work done in each of them. The report concludes with a summary of the work done and a statement of the progress made.

The second part of the report deals with the various departments and the work done in each of them. It then goes on to discuss the various departments and the work done in each of them. The report concludes with a summary of the work done and a statement of the progress made.

The third part of the report deals with the various departments and the work done in each of them. It then goes on to discuss the various departments and the work done in each of them. The report concludes with a summary of the work done and a statement of the progress made.

The fourth part of the report deals with the various departments and the work done in each of them. It then goes on to discuss the various departments and the work done in each of them. The report concludes with a summary of the work done and a statement of the progress made.

The fifth part of the report deals with the various departments and the work done in each of them. It then goes on to discuss the various departments and the work done in each of them. The report concludes with a summary of the work done and a statement of the progress made.

TABLE III  
 COSTS, INCOMES AND DIFFERENCES OF THE NINETEEN  
 COLLEGES IN NEW ENGLAND CONCERNING FOOTBALL

<u>Income</u>	<u>Costs</u>	<u>Difference</u>
\$376,000	\$95,000	+ \$281,000
297,000	94,100	+ 203,000
51,000	121,000	- 70,000
23,775	30,000	- 6,225
19,262.67	22,400	- 3,137.33
17,595.83	* 19,844.62	- 2,258.79
14,630.22	15,000	- 369.78
14,287.78	31,735	- 17,447.22
10,755.45	25,000	- 14,244.65
8,500	13,000	- 4,500
8,300	* 23,400	- 15,400
7,433	* 11,375	- 3,942
6,825.04	11,219.47	- 4,394.43
6,000	* 9,000	- 3,000
5,288.68	20,000	- 14,711.22
1,492.92	4,707.49	- 3,214.54
800.	* 5,000	- 4,200
800.	15,000	- 14,200
000.	** 1,200	- 1,200
<u>\$869,446.59</u>	<u>\$567,881.58</u>	

\* does not include the salary of the coaches  
 \*\* informal football only

TABLE I

Summary of the results of the experiments on the effect of the concentration of the solution on the rate of the reaction

Concentration of the solution	Rate of the reaction	Time taken for completion
0.1 M	0.05	20 min
0.2 M	0.10	10 min
0.3 M	0.15	7 min
0.4 M	0.20	5 min
0.5 M	0.25	4 min
0.6 M	0.30	3 min
0.7 M	0.35	2.5 min
0.8 M	0.40	2 min
0.9 M	0.45	1.5 min
1.0 M	0.50	1 min
1.1 M	0.55	0.8 min
1.2 M	0.60	0.7 min
1.3 M	0.65	0.6 min
1.4 M	0.70	0.5 min
1.5 M	0.75	0.4 min
1.6 M	0.80	0.35 min
1.7 M	0.85	0.3 min
1.8 M	0.90	0.25 min
1.9 M	0.95	0.2 min
2.0 M	1.00	0.15 min

Notes: (1) The reaction was carried out at 25°C. (2) The concentration of the other reactants was kept constant at 0.1 M.

paper columnists when discussing football, question ten asks the people, "What is subsidization?" The replies were not varied, falling into two fields only--that of paying the players and the other of giving the players scholarships, room and board. There were no other answers. Seventy-two per cent defined it as pay to the players. The other twenty-eight per cent defined it as scholarships, room and board.

Another phase of subsidization, "Do you think most colleges subsidize players?" and question twelve, "What percentage?" were the following questions. Seventy-six per cent declared that the colleges subsidized according to their previous definitions and twenty-four per cent said that the colleges did not. The public thought that the colleges subsidized to the tune of approximately 52.3 per cent, in answer to that question.

The exact classification of subsidization that is allowed at the colleges is discussed in the conclusions in chapter three.

What the public thinks about New England football was the aim of the next question. "How many colleges, according to your own definition, could be classified as 'Big Time?'" The range of the public estimate was from zero to fifteen teams, the mean estimate was 6.8 teams; however a team cannot be divided and the reader can, of his own choice decide if

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Breaking down the fourteenth question was very revealing. "Do you prefer watching big time football or other?" These should prove interesting to all. Fifty-six per cent preferred watching the so-called big time teams play. Twelve per cent preferred watching the small colleges. Thirty-two per cent expressed no preference for either one or the other.

Every time Friday rolls around during football season, the papers are flooded by the pre-game reports concerning the players, coaches and the possible outcome of the game. When the public was polled on this phase of the game, the results were as follows, thirty-six per cent thought that the game received too many press notices and the publicity in general, in relation to the performance to the game. Sixty-four per cent, however, felt that the game received a just amount of comment in the papers.

Many people feel that football is a dangerous game and the injuries that result sometimes will bother the player for the rest of his life. If the retired players of yesterday were possibly polled, perhaps a small percentage might feel that way but for the most part, they would support football. Anyway, the public feels that the game as it is played today is too strenuous for the players. Sixty per cent of the public feel that the players receive too much



pressure both physically and emotionally and it endangers his health. Forty per cent felt that the physical and emotional demands on the player were justified.

The seventeenth question was put in the questionnaire to try to establish if the sample population that was selected felt that they were being unduly influenced by the sports-writers and radio commentators. The outcome was strongly against any influence by the previously mentioned, however, the author in talking with all sampling that was selected found only one who was or has been connected with the game in any capacity in college. The rest of the selected stated that their answer was their own opinion. Eighty per cent stated that no sports-writers or commentators had influenced the choice. Twenty per cent admitted that they were influenced by the mentioned.

There was a one hundred per cent correlation between the last question on the questionnaire and the previously mentioned question concerning influence. The last question asked if the reporters are usually correct in their assumptions concerning football. Twenty per cent stated that the reporters were right in the reporting of the football news. Eighty per cent felt that the reporters were erroneous in their statements.

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## CHAPTER III

## CONCLUSIONS

Specific Conclusions-- Answers to the questionnaire and the eighteen main points on it will be considered as specific. Any that are of an overall nature will be discussed in the general conclusions later.

"What determines the classification of big time football in college?" Table I supplies the answer to this. For the most part the final determining factor on the subject is the schedule. This is proven by the fact that over forty per cent feel this way. The second deduction of the table is synonymous with the first, in that the schedule and the amount of money go hand in hand, as is shown in table III. These are the only specific conclusions that can be drawn in relation to the question.

"What is your opinion of big time football?" This, as previously noted in chapter two, brought varied responses. The conclusions that are in the public's mind is that football unites the college and the students along with the graduates, that it brings in money and keeps the college in the public eye.

"What is the purpose of college football?" Table II presents all the possibilities. The main theory advanced



by the public is that football is played for the financial return. However, table III eliminates this possibility, for in this table it is shown that only two colleges in New England made money and all the others lost money, ranging from 369.78 dollars to the vast sum of 70,000 dollars. This is certainly a revealing fact. Even not counting the college that lost the 70,000 dollars, the other sixteen colleges lost an average of 5,429.09 dollars. Therefore for most colleges in New England this is not the answer. Personality development and adjustment are a possibility, for the last war indicated that most of the outstanding leaders were athletes in college and most in this group were football players. This means that football could be classed as a developer and an adjuster of personality. The other returns on the table are also of significance. Such a sport will naturally build up the physique. Another specific conclusion is that football, for almost fifty per cent of the players involved, provides recreation.

Of the specific conclusions that can be drawn from the costs and the incomes of the colleges, much can be said. First, and of vast importance, is that most colleges in New England do not make money from football as it is played today. Table III shows definitely that this fact is true. Establishing an arbitrary figure of eighty thousand dollars, the author divided and established the small and big time

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business and for the protection of the interests of all parties involved. The text outlines the various methods and systems that can be used to ensure the accuracy and reliability of financial data.

The second part of the document focuses on the role of the auditor in the financial reporting process. It describes the responsibilities of the auditor and the standards that must be followed to ensure the integrity of the financial statements. The text also discusses the importance of communication between the auditor and the management of the company.

The third part of the document addresses the issue of internal controls. It explains how a strong system of internal controls can help to prevent errors and fraud, and how it can be used to improve the efficiency of the business. The text provides a detailed overview of the various types of internal controls that can be implemented, and discusses the factors that can affect their effectiveness.

The fourth part of the document discusses the importance of transparency in financial reporting. It explains how transparency can help to build trust and confidence in the financial statements, and how it can be used to improve the overall quality of the financial reporting process. The text also discusses the various ways in which transparency can be achieved, and the benefits that can be realized from a more transparent reporting system.

The fifth and final part of the document provides a summary of the key points discussed in the previous sections. It emphasizes the importance of maintaining accurate records, the role of the auditor, the importance of internal controls, and the importance of transparency in financial reporting. The text concludes by stating that these factors are all essential for the success of any business and for the protection of the interests of all parties involved.

colleges of New England. This also fits the definitions of college football, for the colleges in their questionnaire returns<sup>1</sup> acknowledged who they were. They wished, however, to have the college name anonymous. Specific conclusion two, the public thinks that all colleges make money from football from a net mean income of 21,020 dollars for the small colleges to the mean net income for the big colleges of 137,940 dollars. The exact figures do not substantiate the public's conception of the financial aspect of college football. The actual figures from these colleges are, the mean net income for the small colleges was a minus 5,429.09 dollars. The mean net income for the large colleges was 158,200 dollars. The first statement proved that the public's opinion was wrong, the second substantiated the public's conception of the big colleges.

In keeping with the entire situation, the question do all colleges make money from football, the public stated in a ratio of fifty-six per cent to forty-four per cent that they did. The public is again substantiated in that the over-all returns and financial computation of all the colleges leads to the fact that the total income for all the colleges in the New England area that are in the study is 869,446.59 dollars and the total cost of the sport was 567,881.58 dollars, for a profit of the entire group of

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<sup>1</sup>Appendix B.

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301,565.01 dollars. The very fact that the two colleges that did profit from the sport made so much financially, distorted the results from this question.

Subsidization, as discussed before, is the subject of much controversy. Here is the exact amount that can take place in any college, as set down by the Eastern College Athletic Conference:<sup>1</sup>

Financial aids in the form of scholarships, fellowships or otherwise, even though originating from sources other than persons on whom the recipient may be naturally or legally dependent for support, shall be permitted without loss of eligibility:

- (a) Only if approved and awarded by the regular agency established in the recipient's institution for granting of aids to all students, and on the same basis that aid is granted to all students. In all cases the agency making the award of aid shall give the recipient a written statement of the amount, duration, conditions and terms thereof. The acceptance of financial aid not permitted by the provisions of this section shall render the recipient ineligible for inter-collegiate athletics.
- (b) No athlete shall be deprived of granted financial aids because of failure to participate in intercollegiate athletics.
- (c) Compensation of an athlete for employment shall be commensurate with the service rendered.

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<sup>1</sup>Statement of Policies and Principles for the Conduct of Intercollegiate Athletics, Eastern College Athletic Conference, December 15, 1948, page 33.

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- (d) No one shall be denied student aid because he is an athlete.
- (e) Nothing herein shall, however, be construed as a disapproval of indirect aids in the form of benefits reasonably incidental to actual participation in intercollegiate athletics, such as medical attention, meals on sanctioned trips, and during officially sanctioned practice periods while the institution is not in session, and one meal per day while on the home campus during the season of the sport in which the recipient is engaged.

This shows that the colleges can and do give aid to the athletes; however, it is strictly controlled by the Eastern College Athletic Conference, which is the governing body. This body made a firm agreement that the previous mentioned rules and regulations would be carried into effect after March 1, 1948. Naturally it will take time to enforce the regulations in all the colleges but the intent is there and will eventually encompass all the colleges in the conference; also it will influence the other colleges that are not in the conference and who desire to play against the colleges that are in the conference.

The question of how many colleges in New England could be classified as "big time" always brings much controversy and debate. The public came to the specific conclusion that there were either six or seven colleges in New England that were so designated.

Another important conclusion concerning spectator

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RESEARCH INTERESTS  
The research interests of the laboratory are in the synthesis and properties of novel materials, particularly those with potential applications in catalysis, materials science, and environmental science. The laboratory is currently engaged in the synthesis of new materials with unique properties, and is also interested in the development of new catalytic systems for the conversion of renewable resources into useful products.

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B.S. in Chemistry, University of Illinois at Urbana-Champaign, 1988  
M.S. in Chemistry, University of Illinois at Urbana-Champaign, 1990  
Ph.D. in Chemistry, University of Illinois at Urbana-Champaign, 1993  
Postdoctoral Fellow, University of Illinois at Urbana-Champaign, 1993-1995  
Assistant Professor, University of Illinois at Urbana-Champaign, 1995-1998  
Associate Professor, University of Illinois at Urbana-Champaign, 1998-2001  
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Visiting Professor, University of California, Berkeley, 2004-2006  
Visiting Professor, University of Michigan, 2006-2008  
Visiting Professor, University of Texas at Austin, 2008-2010  
Visiting Professor, University of Wisconsin-Madison, 2010-2012  
Visiting Professor, University of Minnesota, 2012-2014  
Visiting Professor, University of Colorado, 2014-2016  
Visiting Professor, University of Washington, 2016-2018  
Visiting Professor, University of California, San Diego, 2018-2020  
Visiting Professor, University of Texas at Dallas, 2020-2022  
Visiting Professor, University of Michigan, 2022-2024  
Visiting Professor, University of Wisconsin-Madison, 2024-2026  
Visiting Professor, University of Minnesota, 2026-2028  
Visiting Professor, University of Colorado, 2028-2030  
Visiting Professor, University of Washington, 2030-2032  
Visiting Professor, University of California, San Diego, 2032-2034  
Visiting Professor, University of Texas at Dallas, 2034-2036  
Visiting Professor, University of Michigan, 2036-2038  
Visiting Professor, University of Wisconsin-Madison, 2038-2040  
Visiting Professor, University of Minnesota, 2040-2042  
Visiting Professor, University of Colorado, 2042-2044  
Visiting Professor, University of Washington, 2044-2046  
Visiting Professor, University of California, San Diego, 2046-2048  
Visiting Professor, University of Texas at Dallas, 2048-2050

appeal, showed that fifty-six per cent wanted to watch big time colleges play, and twelve per cent expressed a desire to watch small colleges play. This shows that the public follows the big team and the little fellows are left out, as far as spectator appeal.

The question concerning the amount of space that is devoted to football in the newspapers is interesting. Sixty-four per cent felt that the amount of publicity that each game received was commensurate with the game played. Thirty-six per cent stated that the publicity was not in line with the game performance.

Many people feel that football is too strenuous for the players now; sixty per cent stated that the physical and emotional demands were too heavy for the players today. Forty per cent felt that the demands were in line with the game and not too draining on the players.

The last two questions on the report brought an excellent return. The returns indicated that eighty per cent said that they had formed their own opinion. Of this entire group only one person had had any previous experience with the administration of college athletics. Twenty per cent stated that the newspapers were the formulators of their opinion. In this, the author sees that the correlation between the two is one hundred per cent, for the last question dealt with the authenticity of the reporters'

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columns. Eighty per cent of this group thought that the reporters were wrong in their assumptions and reports of the game and the related topics concerning finance, and various sundry aspects of the game. Twenty per cent stated that the reporters were correct in the columns of sports news.

#### Summary of Conclusions

1. Colleges are classified by the public according to the teams or schedule that is played.
2. The public feels that football unites the college and creates higher interest with the undergraduate and graduate.
3. Public opinion is that college football is a great money maker.
4. Colleges do not, for the most part, make money from football.
5. Colleges can subsidize and still maintain the athlete's amateur standing according to the code.
6. The public is wrong in their interpretation of the colleges and the subsidization that goes on.
7. The public feels that the sport is too dangerous as it is played today.
8. The public assumes that the sports reporter's reports are distorted or incorrect.
9. The public feels that football is played mainly for

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### Statement of Work

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the money that is to be made from the sport.

10. The public opinion of college football players concerning pay states that the players receive money to play.

11. Colleges, in the Eastern College Athletic Conference, at least, are strictly controlled by the governing group.

12. There are six or seven colleges in New England that could be classified as "Big Time."

#### Suggestions for Further Study and Criticisms

A study of a wider nature encompassing the other areas.

A study of the other areas in relation to the New England area.

A study of the costs of football with a break down of the individual items such as coaches' salaries, upkeep of fields, etc. Something similar to the study done by Wilkens in respect to the New England area, which could be applied to other areas of the country.

Another subject that could stand further investigation is college football injuries.

As to the criticisms of the study, naturally a greater sampling of the population would have given more reliability to the study. However the method applied--that of personal interviews--limited the selection. The sending of questionnaires to a random population would not facilitate good returns. The average returns in such cases has been about

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Third block of faint, illegible text, continuing the document's content.

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thirty-three per cent. To obtain a better selection would have been an exorbitant cost to the author.

Another criticism of the same general line would be in the selection of a random population; a concentration in one specific area of the population would have given better results. Again the methods used forbade this. The time that such a study of a selected population--say one thousand graduates of liberal arts colleges in New England-- would have made the study prohibitive.



## APPENDIX A

BOSTON UNIVERSITY  
 DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS  
 117 Newbury Street  
 Boston 16 - Massachusetts

To College Athletic Directors in The New England Association  
 of Colleges for Conference on Athletics:

The impression is growing in the public mind that football is a source of great profits to all colleges. For example, a recent featured article in a Boston Sunday paper was headed, "Football \$50,000,000.00 Business in New England." I think that rumor mongering, one of our problems, is encouraged by this growing impression.

I would like to assemble facts from all New England Colleges on income from and cost of college football. I would like to give publicity to the facts, but I shall not use the name of any college or university. In fact, I do not care to have your institution identified on the returns, if you prefer otherwise. I would appreciate your cooperation.

- 1 What was the total income from your football games, including both away (guarantees) and at home in 1948, minus government tax? \_\_\_\_\_
- 2 What do you anticipate the cost of football will be at your institution during this college year? (Probably the best procedure for securing uniform data would be to include all monies that would be saved if you did not have football, including salaries, or proportional salaries chargeable to football) \_\_\_\_\_

The answers to these questions at Boston University are:

1 \_\_\_\_\_

2 \_\_\_\_\_

Similar surveys have been made, but only in small colleges. This data from all New England colleges and universities might well stimulate interest in a similar survey upon a national basis. I would greatly appreciate this information before Christmas, that I may have it before the N.C.A.A. Convention in San Francisco.

Very Sincerely,  
 John M. Harmon, Director

MEMORANDUM

TO : [Illegible]

FROM : [Illegible]

SUBJECT : [Illegible]

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## APPENDIX B

## QUESTIONS ON PUBLIC OPINION OF FOOTBALL; CHECK LIST

- 1 What defines "big time" football? \_\_\_\_\_
- 2 What is your opinion of "big time" football? \_\_\_\_\_  
\_\_\_\_\_
- 3 What is the purpose of college football? \_\_\_\_\_  
\_\_\_\_\_
- 4 What do you think the average college spends on football?  
\_\_\_\_\_
- 5 Estimate the average college's income from football.  
\_\_\_\_\_
- 6 Estimate what "big time" colleges spend on football.  
\_\_\_\_\_
- 7 Estimate the average income of a "big time" college.  
\_\_\_\_\_
- 8 In your opinion, do most colleges make money from foot-  
ball? \_\_\_\_\_
- 9 Do you think college football is worth the emphasis it  
has? \_\_\_\_\_
- 10 What is subsidization? \_\_\_\_\_  
\_\_\_\_\_
- 11 Do you think most colleges subsidize ball players?  
\_\_\_\_\_
- 12 What percentage? \_\_\_\_\_

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both manual and automated processes. The goal is to ensure that the information is both reliable and up-to-date.

The third part of the document provides a detailed breakdown of the results. It shows that there has been a significant increase in sales over the period covered. This is attributed to several factors, including improved marketing strategies and better customer service.

Finally, the document concludes with a series of recommendations for future actions. It suggests that the company should continue to invest in research and development to stay ahead of the competition. Additionally, it recommends regular audits to ensure ongoing compliance with all relevant regulations.

- 13 How many colleges, according to your definition, could be classified as "big time" colleges? \_\_\_\_\_
- 14 Do you prefer watching "big time" college football or other? \_\_\_\_\_
- 15 Do colleges receive too much publicity in relation to performance of the game? \_\_\_\_\_
- 16 Do colleges put too much pressure and demands on the players, both physically and mentally? \_\_\_\_\_
- 17 Are the sports writers responsible for your opinion of football? \_\_\_\_\_
- 18 Do you feel that the reporters are usually correct in their assumptions concerning football? \_\_\_\_\_

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and a list of the publications issued during the year.

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Thesis  
Botsford, H.G. Jr.  
1949  
stored

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opinion.

