

Every boy that I have a conference with, whether it is at the beginning of his school term or when I have a recapitulation talk with him, I tell him these things. First, there is his academic obligation, his grades - that is what he is here for. And then I evaluate for him the monetary value on his academic grades. For instance, if you send your son \$75.00 a month you are sending him a total of \$637.50 for the nine months. If Jack should make 15 hours a semester and pass them that would be a total of 30 hours. To divide this total by 30 would evaluate each academic hour at \$22.78. I show this boy that if he flunks a 5-hour course he is just throwing \$113.50 of his father's money down the sewer, and of course if he flunks a 3-hour course he is throwing \$68.31 away. Now, if this boy is forced to earn money, all of this money, he would be pretty careful how much he would throw away that recklessly. Of course, if the boy can say he flunks a 5-hour course that is just 5 hours less, but to the man who furnishes the money it is dollars - and plenty of them.

So you can see, Mr. Floyd, we do not just coach basketball alone. We try to coach a boy into an appreciation of what his father is doing for him.

It is none of my business if you send \$75.00 a month, but I wouldn't send my boy that much money, not nearly that much. If he got \$60.00 a month he would get a big allowance, and then if he didn't make his studies I would reduce that amount sizeably until he would be forced to get out and do something on his own.

Jack is a good-looking boy and he likes the girls, and what fellow who is good-looking and wears good clothes can fail to get not only a date, but lots of dates, because there are a lot of girls here in school primarily for dating purposes. As I see it, athletics if they are good for one thing it is to teach a boy sacrifice of his own selfish being for the good of the group.

I got off a little tangent when I started to reduce these academic hours to dollars and cents. I tell the boy that he is here for his academics. Now there are three outside things that are not nearly as important as academics. Athletics is number one. Naturally a boy likes to play because he has played on teams before and he loves the companionship of the fellows and the joy of belonging. His practice on athletic teams, if he reports, takes up 2 hours a day. This practice generally fatigues a boy enough so that he is satisfied not to run around too much and the thrill of hoping to play on the team some day keeps him in line. There are only about 15% of the student body that participate in athletics, a very small percentage.

Then there is politics. There are fellows here on the hall that go in for politics just the same as the boys that go in for athletic teams. There are about 15% of the students that take part in politics, a very small percentage.

And then there is the social life - the mezzanine hurdler, the jelly bean, the cooky pusher, the drug store cowboy, the slick boy on the dance floor, the boy with perfect manners and a radio