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The History of Wrestling in the Yakima Valley High Schools

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THE HISTORY OF WRESTLING IN THE YAKIMA
VALLEY HIGH SCHOOLS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Theodore M. Stone
July 1966

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APPROVED FOR THE GRADUATE FACULTY

Everett A. Irish, COMMITTEE CHAIRMAN

Eric R. Beardsley

Dohn A. Miller

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CHAPTER I

INTRODUCTION

Wrestling is one of the fastest growing sports in the State of Washington. Wrestling has grown from no participation, to twelve of fourteen schools in the district participating in the program since 1958. Some of the reasons for wrestling's growth are:

1. The need for a vigorous sport during the winter months.
2. Boys of varying size may participate as there are twelve different weight classes--the lowest being 103 pounds and the highest unlimited.
3. They compete against boys of the same size and weight.
4. The physical fitness program is helped by wrestling.
5. Wrestling teaches the boy to protect himself.
6. The program helps self-confidence and social adjustment for the individual.
7. Self-pride in one's own accomplishment.
8. Mental alertness is improved by teaching him to think and react on his feet.

There are two leagues in the Yakima Valley in which teams participate. One is the Northern Division A League and the following teams participate: Davis (Yakima), Eisenhower (Yakima), Naches, Selah, Sunnyside, Toppenish, Wapato, and West Valley (Yakima). The other is the

Northern Division B League and consists of: Davis "B", Eisenhower "B", Highland, Sunnyside "B", Toppenish, West Valley, Zillah, and Kittitas. Grandview competes in the Southern Division with the lower Valley schools and Mabton wrestles as an independent. The Northern A and B leagues compete against each other in the sub-district and the top four men in each class wrestle the top four men in each weight class from the Southern Division in the district tournament. The two finalists in each weight class then represent the district in the state tournament.

The enrollment of the schools in the two leagues vary, with the smallest school having approximately 106 students and the largest having approximately 1,400 students. This information is denoted in Table I, located on page 26.

Schools from the Northern Division scored their first points in a state tournament in 1960. Every year since 1960 one or more Northern Division schools have scored points. The highest number of points scored by a Northern Division team in a state tournament was 25 in 1965. The highest placing in a state tournament was fourth in the same year. During the past six years these schools have sent 99 boys to the state tournament and have

produced seven state champions.

I. STATEMENT OF THE PROBLEM

The problem of this study was to investigate the history wrestling in the Yakima Valley high schools.

II. PURPOSE OF THE STUDY

The general purpose of the study was to present the budgets, history, and general participant information involved in the wrestling program.

III. DELIMITATIONS

This study was limited to the Yakima Valley high schools. Another limitation of the study was the lack of resource data pertinent to the subject.

IV. NEED FOR THE STUDY

Studies have been made on different aspects of wrestling, but very little has been done on the history of wrestling in the Yakima Valley. Because wrestling is a young and growing sport in Washington State, information on the history was studied.

CHAPTER II

REVIEW OF LITERATURE

Wrestling has been a part of the competitive program for several years in many of the colleges and high schools throughout the United States. Keen, Speidel and Swartz stated:

The first organized inter-collegiate wrestling meet was held between the University of Pennsylvania and Yale in 1900. In 1904 a group of Eastern universities formed the Eastern Intercollegiate Wrestling Conference for the purpose of drawing up a uniform set of rules to govern competition in wrestling. Perhaps the greatest single influence toward the development of amateur wrestling sprang from the organization of the Wrestling Rules Committee by the National Collegiate Athletic Association in 1927 (4:5).

Wrestling is not the same in all countries and can be divided into three styles: Graeco-Roman, Japanese, and Catch-as-Catch-can. There are variations of these styles used in other countries. Morse stated the following:

The rule with the Greek wrestlers was to secure three throws before the victory was decided. The wrestlers were accustomed to rub their bodies with oil in the belief that they secured a greater pliancy of limb, and doubtless also to check excessive perspiration. In order to obviate the difficulty of grasping each other with firmness owing to the coating of oil, the wrestlers were required either to roll in the dust of the stadium or to be sprinkled with fine sand kept for that purpose at Olympia. Should one in a match fall and drag his adversary with him, the combat was continued on the ground. The Greek method of wrestling subsequently passed to the Romans, and by them was introduced throughout Europe. Graeco-Roman wrestling of today is neither a

variation of the ancient Greek or Roman, nor even a compound of the two. The Graeco-Roman style was adopted in France about the middle of the 19th century and was introduced into England in 1869 and 1870 (5:9345).

Gallagher points out that in the Graeco-Roman style, which is used extensively in Europe, the participant may not use leg trips or scissor holds and may not attack his opponent's legs. A fall is registered when one contestant throws his opponent to the mat in such a way that the points of each shoulder touch the mat simultaneously for about one-half second count. In Japanese wrestling, the contestants use arm and leg trips, blocks, and blows, as well as jui jitsu tricks. The American interscholastic and intercollegiate style combines some of the characteristics of the Graeco-Roman and Japanese styles, using arm wrestling as well as leg trips and scissors (3:4).

Wrestling is one of the oldest sports known to man and has been used throughout the ages for protection, sport, or attack.

Many references are made to wrestling matches in the Bible. It was an ancient method used in settling disputes and because of this practice some knowledge of wrestling had to be possessed by any man who wished to retain his self-respect among his fellow man (4:6).

Gallagher also stated:

From the writings of great historians, it is evident that wrestling was the favorite exercise in Greek athletic training. It was an important branch of athletics in the Greek games, and wrestling matches

were the chief events of the Pentathlon, or Quintruple games.

Following the fall of the Roman Empire, wrestling and all other forms of sport lost their popularity. Anything pertaining to the body was held in contempt, and it appeared for a time that all sports would perish (3:12).

Wrestling was developing before, during, and after the fall of the Roman Empire. There have been several instances where man has depended on the means of wrestling for survival. In some cases it was just wrestling for fun, prizes, and recognition.

China was perhaps the first Asiatic country to practice the sport, but it became more popular in Japan, where the first Asiatic match recorded took place in the year of 22 B.C.

Wrestling developed in England in an early era. Early English literature is full of references to the sport and to its practitioners, in Cornwall, particularly. The most famous international wrestling bout is undoubtedly the one which took place between Henry VII of England and Francis I of France at the meeting of the Cloth of Gold in 1520.

Many of the tales of the physical bravery of Indian fighters and pioneer heroes center about their wrestling skills. Abraham Lincoln won his early fame as wrestling champion of Sangamon County, Illinois (3:13).

Some of the styles and variations of wrestling which are practiced in different areas of the world are as follows:

In the United States, Australia, Germany, France, and Japan, ground wrestling is the most popular. The style proper does not begin until both men are on the ground.

"Tripping," the essence of the English game, and the following points are important. The wrestler is required fairly to throw his opponent flat on his back before a decision can be won. In order to secure the throw, two shoulders and one hip must be on the ground, or two hips and one shoulder. This is called the Cornwall and Cevon style of wrestling.

The cleanest style, with the most simple rules, is the Cumberland and Westmoreland style, in which the wrestlers on taking hold stand up chest to chest, each combatant placing his chin on his opponent's right shoulder, at the same time grasping him around the body, one man placing his left arm above the right of his antagonist. When both men have secured their hold and are fairly on their guard, the struggle begins. If either man loses his grip or a knee touches the ground, his is declared the loser.

The Irish collar-and-elbow style is where the contestants seize each other by the neck with one hand and by the elbow with the other, and when one of them touches the ground with his hand, knee, back, or side the fall is won.

In the Lancashire style, or catch-as-catch-can, unlimited action is permitted. Throttling is forbidden by the rules but is often resorted to by various evasions. Tripping and catching hold of the legs are permitted, and in the floor work the style comes nearer the French or Graeco-Roman than any other method.

The modern sport has found its greatest development in the United States and is known as the free style, but has reached a higher point of development with the invention of many new and complicated holds (5:9346).

Many values are derived from the wrestling program, other than just having competition between men. Practically all other interschool athletics are dominated by older boys. Many sports have special requirements such as height, weight or body build, but every body type of boy can take part in wrestling with good results. Regardless how heavy

or light he may be regardless of his age, or what physical type he may be, there is always a place for a boy on a wrestling squad. He may not be adapted to some sports, but almost every boy is suited for wrestling.

Perry states that in many of our sports today the boy with a physical handicap encounters great difficulty in participating. Men who are blind or with impaired eyesight can participate in wrestling with a great deal of satisfaction. Many of them have achieved distinction in national championships; they have asked no concessions (6:8).

There are slight differences between college, high school and junior high competitive wrestling. The major differences being wrestling time on the mat and weight divisions. Morse stated:

Our college rules are modified to fit the capacities of high school boys in order to make the sport safer and more enjoyable for those who are not sufficiently mature to meet the physiological demands of strenuous contests. The bouts are shorter and practices have been barred which might be hazardous for the novice. The weight classes are changed so that smaller boys can wrestle without handicaps (7:20).

Body development, muscle tone, and physical fitness are important to most boys during the high school age. Wrestling is a sport that can help develop these components of a boy's life. Some of the changes that take place in a properly conducted conditioning program are interesting

from a standpoint of the development of youth. Morse illustrates this when he stated:

Muscles of the body become larger and tougher. The growth and toughening of muscles depends upon the amount of work that they do; wrestling requires work of virtually all of the big muscles. It is for this reason that wrestling develops symmetrical as well as strong bodies.

Bodily coordinations are improved. Just as fingers become better coordinated with systematic practice on the piano, the entire body becomes better controlled and more capable of skillful, highly coordinated movement with wrestling practice. Grace and inefficient movements are eliminated through practice.

The bones and connective tissues become tougher, strong and more resilient. A most practical implication of this type of change is, of course, that the conditioned person is less likely to injure bones or to sprain joints.

The heart becomes more efficient, we know that the heart rests after every beat while it is becoming refilled with blood for the next beat. In the wrestler we find that the heart beats slowly. This means that the heart is powerful in its action; that it pumps the blood with little effort and that it has plenty of resting time. It is an efficient heart.

Blood circulation improves. When systematic exercise such as wrestling conditioning is required of the bodily muscles, they need a greater fuel supply carried to them by the blood in order to do the extra work. Circulation in the muscles increases permitting them to work longer and more vigorously without fatigue (7:9).

Wrestling also helps the boy to acquire and develop better eating, sleeping, living, and relaxation habits. It helps him to develop socially by giving him confidence in himself. In the time of need he will be better able to defend himself.

CHAPTER III

PROCEDURE

Information gathered for this study was obtained by a questionnaire (see Appendix A); material from several wrestling tests; personal interviews with some of the wrestling coaches of the high schools in the Yakima Valley; examination of Yakima Daily Republic newspaper filmstrips; interviews with some of the parents; and information from the Washington Interscholastic Activities Association.

The questionnaire contained thirty-one questions and each question could be answered with a short statement. Twelve questionnaires were sent to the twelve coaches of the Yakima Valley schools and all responded. In interviewing the coaches, they were asked to explain the type of program methodology and conditions they work under to maintain a successful program. They were also asked about spectator participation and gate receipts.

The film strip was borrowed from the Yakima Regional Library and all film strip from 1957 through 1966 was reviewed. In going through the film strip the main interest was in determining the results of the sub-district, district, state tournaments, and the state champions from this area over the past ten years.

Information was received from the Washington Activities Association on the state wrestling tournaments during the past ten years.

The parents interviewed were very cooperative. They were asked to write a paragraph in their own words on their feelings toward the wrestling program and what affect it had upon their child.

CHAPTER IV

RESULTS AND DISCUSSION ON QUESTIONNAIRE

In the Yakima Valley there are fourteen high schools. Twelve of these high schools compete in the competitive wrestling program. A questionnaire was sent to each of these schools to find more detailed information on their wrestling program. Twelve schools sent back the following information which has provided the material for the history of wrestling in the Yakima Valley high schools.

Wrestling first started during the 1958-59 season on a small scale in the larger schools. They scheduled matches with each other and wrestled a few matches with schools in other districts. One school started the program in 1958, dropped the wrestling program, and then restarted in 1961. Each year one or more schools entered the wrestling program and the last school entered in 1964. This information is shown in Table I which is located on page 26.

The initial budget for the schools entering the wrestling program has varied. Some were not sure of the initial cost, one started with a 100 dollar budget and one had a 1,500 dollar beginning budget. The probable reasons for variations and school differences in their budgets are:

- (1) some of the schools had mats that were being used in

the physical education department and did not have to invest money in mats; and (2) an expanding league and travel expenses. Although there was an expense in buying mats they serve a dual purpose. They can be used for both wrestling and physical education.

The average cost to start a program was approximately 513 dollars. The budget for the 1965-66 season varied from 150 dollars to 950 dollars, with the average budget being 395 dollars. The budget for starting a new program was estimated to cost between 150 to 800 dollars, depending on the needs of the school. This estimate was without the cost of mats. If the school did not have mats, the budget would have to be 1,500 dollars or more, depending upon the size and number of mats needed. The estimated average to start a wrestling program was 367 dollars. This information is shown in Table II, located on page 27.

One of the major problems when starting a wrestling program is finding adequate and available space to practice. Some practices are held in the corner of a gym, others are held on gym balconies, while still others are held in an apparatus room, cafeteria, or any other space available. A few of these rooms are quite restricted. One practice room was as small as 25' x 32', some were larger but still restricted somewhat, and the largest was 60' x 70'. Every coach, except one, answered that his space and facilities

limited his program. The average room space per man was 52 square feet. This information is depicted in Table I, which is located on page 26 of Appendix B.

Lack of mats and the cost of mats limit the amount of work and practice that can be accomplished during a season. One school had as little as 400 square feet of mat space. The most any school had was 1,576 square feet. The average mat space for all schools was 978 square feet. Each participant had approximately 28 square feet of mat for practice (Table I).

The first schools to start the wrestling program did not travel very far the first year. The first year, 1958, these schools traveled between 100 to 150 miles and each year as more schools entered the wrestling program the mileage increased. One of the later schools to enter the program traveled 900 miles the first year. The mileage traveled last year and the yearly average were about the same. Starting at 160 miles and with some schools traveling as many as 1,500 miles, were the distances traveled. The budget for travel varied; if the school owned a bus the cost was very low. If they had to pay traveling expenses out of the wrestling budget, it was considerably higher. The least spent on travel expenses was 60 dollars and the most spent was 600 dollars. The average spent by all school was 178 dollars per year. This is shown in Table II, page 27.

Greatest distance traveled by teams for one match ranged from 60 miles to 240 miles. The average distance traveled by all schools for one match was 123 miles (Table I).

One of the most important portions of the wrestling program is the number of participants taking an active part. The first year one school started with only eight in the program, while others started with as many as 35 participants. This again depended on the size of school. Each year the number increased, except for one school and it only declined by two. One school remained the same but it has been in the program for only two years. The other schools have increased by 25, 50, 100, or more per cent. The first year of participation for all schools averaged 21 boys per team; last year the average was 36, and since wrestling started the average has been 28 per season. The per cent of dropouts averages about ten per cent a season. In a few schools there were no dropouts, in others it was as high as 30 per cent. The wrestling squads from these schools are never pared and the only way the boys leave the program is by quitting. Table I denotes this information.

All of the teams practice after school. The time spent practicing varies with each school. The least practice time was one and one-half hours and the longest practice session was two and one-half hours. The average practice

time for all schools was two hours. All but two teams practiced five times per week and the other two practice four times per week.

Most teams wrestle approximately six or seven league matches and between five to twelve outside the league. Including A and B matches, some schools wrestle as many as twenty-two matches. The larger schools wrestle a few more matches and either use a "B" squad or a mixture of "A" and "B". Each member of the team can only wrestle in twelve matches during the season, plus the sub-district, district, and state tournament. The average matches outside the league was approximately six per team. Table III, located on page 28 denotes this information.

Three schools have the same coach that started the program, six schools have had only two coaches, two schools have had three, and one school has had four. This is an average of two per school.

The coaches' salaries vary, the lowest being 300 dollars per year and the highest being 550 dollars per year. The salaries paid by the other schools range between these two figures. The average salary is 390 dollars. The difference sometimes depends on the number of years as a coach. The salaries for assistant coaches range between 150 to 350 dollars.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Almost any size school can compete in a competitive wrestling program. The initial cost, of course, would be considerably more if the school did not have the proper mats to begin a wrestling program. If the mats were available, the initial cost would be at a minimum. After the initial cost the budget from year to year could be kept at a low figure.

Besides needing mats, a school just starting in the wrestling program would need the following: available coaching personnel; safety equipment such as head gear, knee pads, and medical supplies; wrestling uniforms for matches; sufficient number of boys to compete; available and appropriate facilities; and independent matches or a league in which to compete.

Creating interest in a wrestling program is almost a must, for without student and spectator interest, wrestling programs would possibly come to an end. Some of the ways to create interest are as follows: (1) have wrestling in the physical education program; (2) give demonstrations on different maneuvers and rules before students and parents of the community; (3) invite an established team to compete against your team before the student body and parents;

(4) print material to be handed out prior to a match so the spectators know what is going on during the match; and (5) give talks to different groups in the community explaining rules and procedures of wrestling.

Facilities and mats are very important to the wrestling program. Facilities should be large enough and there should be enough mats to handle the participants. The ideal room would be approximately 60' x 60' with two 30' x 30' mats, padded walls for safety, and a few 5' x 20' mats to practice special maneuvers, added aprons for matches, or to offer special help. These 30' x 30' mats could serve many functions such as: (1) mat space for an organized and uncongested practice; (2) more interest for spectators, two matches could take place at the same time; (3) more participants would be engaged in a match; and (4) they could be used in the physical education department.

Coaches' salaries, as a whole, are low when compared to salaries for coaches involved in other sports within the Yakima Valley district. The wrestling season is as long as any other sport season and in general involves as many or more boys in the program, yet the salaries are lower. As the sport continues to grow in popularity and participation, the salaries should be increased to be comparable with other coaching salaries.

Wrestling is undoubtedly a growing participant and spectator sport. In most cases, the number of boys participating in the wrestling program have increased each year. There has been an increase in the number of spectators, mainly through the efforts of the coaches speaking before groups, explaining the rules and inner points on how to watch and enjoy a wrestling match. In addition, information on scoring, names, rules, etc., have been circulated to spectators prior to each match.

The initial cost to enter the program, to some administrators, has been a major stumbling block in starting a program. Although the initial cost seems high, the annual budget in most cases is low, when compared to other major sports. The mats and uniforms are the main budget items and after the initial cost, the budget per year is considerably lower. If the school owns a bus, travel expenses will be considerably less. If the school has mats before entering the program, the cost would be still less. If a school is competing in a league where each school is near by, the travel expense would be lowered. If the value of an activity is measured by the number of participants, wrestling would certainly compare with the other major sports.

The writer recommends further studies in the areas of wrestling activity which might include expense of

beginning and maintaining an adequate wrestling program; qualifications and development of coaching personnel; and development of standardized guidelines and procedures for a wrestling program which could be used by a coach in instigating an initial program of wrestling in a school.

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APPENDIX A

121 N. 52nd Avenue
Yakima, Washington
98902
June 3, 1966

Dear Coach,

As part of a Master's degree study at Central Washington State College, we are conducting a survey of the history of wrestling in the Yakima Valley.

The enclosed questionnaire is part of a study seeking to find the number of boys involved in wrestling, the cost of the wrestling program, amount of traveling, adequate facilities, tenure of wrestling coaches, and records of the Yakima Valley schools since the beginning of the wrestling program.

Upon completion, this study will be submitted to Central Washington State College in partial satisfaction of the requirements for the Master's degree.

Your response to this questionnaire is greatly appreciated.

Sincerely,

Ted Stone

QUESTIONNAIRE

1. When did your school start a competitive wrestling program? _____
2. What was the budget for the first year? _____
3. What has been the average budget since the program started? _____
4. What was the wrestling budget last year? _____
5. What would it cost to start a wrestling program next year? _____
6. What are the measurements of the room your team uses for practice? _____
7. Are your facilities limited? _____
8. If so, so limited facilities make it necessary to pare the squad? _____
9. How many and what size are your mats? _____
10. Are the mats only used for the wrestling program? _____
11. Are the mats used for wrestling and P.E.? _____
12. How many miles did your team travel the first year? _____
last year? _____
average per year? _____
13. What is the average amount spent on travel each year? _____
14. How many participated in the program during the first year? _____
during the last year? _____
average per year? _____
15. On the average, what per cent of boys drop out after starting the wrestling season? _____
16. Does your team practice after school? _____

17. If not, when are the practices? _____
18. What is the average length of practice per day? _____
19. How many days a week does your team practice? _____
20. How many matches does your team wrestle in the league? _____
21. How many matches outside the league? _____
22. What is the greatest distance your team has to travel for a match? _____
23. Were you the coach when the program started? _____
24. How many wrestling coaches has your school had since the start of the program? _____
25. What is the yearly salary of the head wrestling coach? _____
26. What is the salary of the assistant coach? _____
27. What was the schools dual meet record during the first year of competition? _____
- 2nd year _____ 3rd year _____ 4th year _____
- 5th year _____ 6th year _____ 7th year _____
- 8th year _____ 9th year _____ 10th year _____
28. How many team members reached the sub-district the first year? _____
- 2nd year _____ 3rd year _____ 4th year _____
- 5th year _____ 6th year _____ 7th year _____
- 8th year _____ 9th year _____ 10th year _____
29. How many team members reached the district the first year? _____
- 2nd year _____ 3rd year _____ 4th year _____
- 5th year _____ 6th year _____ 7th year _____
- 8th year _____ 9th year _____ 10th year _____

30. How many team members reached the state tournament
the first year? _____

2nd year _____ 3rd year _____ 4th year _____

5th year _____ 6th year _____ 7th year _____

8th year _____ 9th year _____ 10th year _____

31. How many points were earned in the state tournament
the first year? _____

2nd year _____ 3rd year _____ 4th year _____

5th year _____ 6th year _____ 7th year _____

8th year _____ 9th year _____ 10th year _____

APPENDIX B

TABLE I
WRESTLING PROGRAM DATA OF YAKIMA VALLEY SCHOOLS

SCHOOL	YEAR STARTED	PARTICIPANTS	WRESTLING AREA SQ. FEET	MATS SQ. FEET	PRACTICE HOURS PER DAY	NUMBER PRACTICE DAYS	MILES TRAV.	GREATEST DISTANCE TRAVELED	SCHOOL ENROLLMENT
A	1958	45	1,800	1,576	2	5	1,500	225	1,400
B	1958	45	1,600	1,000	2	5	800	90	435
C	1958	60	2,400	1,576	2.5	5	1,100	240	1,245
D	1958	22	1,200	1,176	2	5	900	100	301
E	1958-1961	48	1,440	1,376	1.5	5	600	200	792
F	1960	35	2,100	800	2	5	200	75	487
G	1960	20	2,400	1,150	2	5	160	150	554
H	1960	35	4,200	984	1.5	4	350	120	586
I	1961	20	864	400	2.5	5	350	60	145
J	1963	36	800	400	1.5	4	900	80	214
K	1964	20	800	576	1.8	5	300	80	106
L	1964	35	2,400	900	1.5	5	500	50	442
TOTAL		421	21,704	11,914	22.8	58	7,660	1,470	6,607
AVERAGE		35	1,809	993	1.19	5	638	123	551

TABLE II
DOLLARS SPENT FOR WRESTLING BUDGETS

SCHOOL	BUDGET FIRST YEAR	BUDGET LAST YEAR	AVERAGE BUDGET	COST NEW PROGRAM	TRAVEL COST	SCHOOL BUS
A	*	950	800	150	450	No
B	100	250	200	200	100	Yes
C	150	800	650	500	600	No
D	1,200	250	250	400	100	Yes
E	150	200	150	250	75	Yes
F	*	300	400	800	200	Yes
G	150	150	150	600	110	Yes
H	300	500	450	350	60	Yes
I	1,300	150	150	150	150	Yes
J	1,500	600	450	500	150	Yes
K	300	300	300	400	60	Yes
L	1,000	300	600	300	80	Yes
Total	6,150	4,750	4,550	4,400	2,135	
Average	513	395	380	367	178	

* Figures not available

TABLE III
DUAL RECORDS

SCHOOL	1959	1960	1961	1962	1963	1964	1965	1966
A	*	*	*	*	*	*	*	*
B	*	*	*	*	*	*	3-11	4-10
C	*	13-2	11-4	12-3	20-2	12-2-2	15-1	13-2-1
D	2-6	*	*	*	4-8	3-10	0-11-1	0-12
E	1-4	-	4-6	4-6	6-6	8-4	12-3	13-1
F	-	-	0-7	0-7	2-7	4-7	3-7	2-7
G	-	-	4-5	1-10	6-10	1-11	4-8	5-7
H	-	-	4-4	5-4	5-5	5-6	9-3-1	11-2
I	-	-	-	*	*	*	*	6-5
J	-	-	-	-	0-12	5-7	9-3	10-1-1
K	-	-	-	-	-	-	*	5-5
L	-	-	-	-	-	-	7-6	6-7

* Records not available

- Did not participate

4-4-4- Win-loss-tie

TABLE IV
SUB-DISTRICT

SCHOOL	1959	1960	1961	1962	1963	1964	1965	1966
A	*	12	12	12	12	12	12	12
B	12	12	12	12	12	12	12	12
C	12	10	11	10	12	12	12	12
D	*	*	*	*	12	11	8	7
E	*	-	6	8	12	12	12	12
F	-	-	1	1	3	3	5	3
G	-	-	12	12	12	12	12	12
H	-	-	11	11	12	12	10	11
I	-	-	-	*	*	*	*	8
J	-	-	-	-	2	4	7	9
K	-	-	-	-	-	-	12	7
L	-	-	-	-	-	-	3	7

* Records not available

- Did not participate

TABLE V
DISTRICT

SCHOOL	1959	1960	1961	1962	1963	1964	1965	1966
A	*	8	8	5	6	8	9	8
B	*	*	*	*	3	5	5	3
C	1	9	9	11	10	12	12	11
D	*	*	*	5	2	7	2	4
E	2	-	1	1	7	8	9	10
F	-	-	1	1	2	3	3	2
G	-	-	6	4	6	2	5	4
H	-	-	4	6	5	4	7	8
I	-	-	-	*	*	2	0	1
J	-	-	-	-	1	2	4	0
K	-	-	-	-	-	-	*	1
L	-	-	-	-	-	-	2	3

* Records not available

- Did not participate

TABLE VI
STATE TOURNAMENT

SCHOOL	1959	1960	1961	1962	1963	1964	1965	1966
A	*	1	5	5	5	5	5	5
B	1	2	2	3	1	2	1	1
C		4	5	5	4	4	6	5
D	1	2	3	0	0	1	0	1
E	1	-	0	2	2	1	2	1
F	-	-	1	1	2	0	1	1
G	-	-	4	2	1	1	0	0
H	-	-	0	0	0	0	1	1
I	-	-	-	0	0	0	0	0
J	-	-	-	-	0	0	0	0
K	-	-	-	-	-	-	0	0
L	-	-	-	-	-	-	0	1

* Records not available

- Did not participate

APPENDIX C

June 24, 1966

Dear Mr. Stone:

This letter is in response to your request asking me to express my views or thoughts, as a parent, on wrestling as a competitive sport.

My first impulse was to state that my views on the subject would be heavily prejudiced since I have a son that is enthusiastically engrossed with the sport and is an active participant. However, on deeper thought I would have to say that I do not believe there is a sport that requires as much from a boy or gives as much in return.

First, if for no other reason, it allows all boys regardless of physical size to compete on the varsity sport level. It opens the door for many boys who would never have the opportunity to be recognized for their competitive spirit as an individual or their ability as an athlete.

For a better understanding I want to clarify that varsity level to me includes all squads of wrestlers, be there two teams or five teams in a school. Since a boy's position on the school team may be challenged each week by any other boy in his weight class wrestling necessitates that the participant be at his best at all times.....for a wrestler remains on top only if he deserves to by his performance on the mat. This challenge feature is another plus for wrestling because it is really saying to all that if you want the first position badly enough it is possible at anytime for the taking. No different in many ways to life itself, either we are dedicated to our goals or we are passed by others.

Wrestling becomes a team sport only through individual effort. It is up to the boy alone to win or lose. The only outside help that the wrestler can count on is the comradeship of his teammates to spur him on during his match. The reason that I have mentioned the individual effort so strongly is that I feel wrestling is a strong molder of character. There are very few opportunities in a boys young life to test his ability to act alone, such as facing an opponent on the wrestling mat. It is under this kind of stress that a young man matures and grows in character. The weak in thought and body just do not make the grade.

-2-

I find that the boys that have been associated with my son to be fine gentlemen and can not help but be fine citizens. Some of these boys have changed only since they have become recognized as individuals through wrestling.

It is hoped that in some way this letter can convey to all that competitive sports can make a better boy. However, wrestling is my first choice since all boys are eligible to compete.

Very truly yours,

Jack Cahoon

Please note: The signature has been redacted due to security reasons.