

1952

A Survey of the Status of the Athletic Coach of the Public Secondary Schools in the Yakima Valley

Phillip Mirosh
Central Washington University

Follow this and additional works at: <https://digitalcommons.cwu.edu/etd>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Secondary Education and Teaching Commons](#)

Recommended Citation

Mirosh, Phillip, "A Survey of the Status of the Athletic Coach of the Public Secondary Schools in the Yakima Valley" (1952). *All Master's Theses*. 77.
<https://digitalcommons.cwu.edu/etd/77>

This Thesis is brought to you for free and open access by the Master's Theses at ScholarWorks@CWU. It has been accepted for inclusion in All Master's Theses by an authorized administrator of ScholarWorks@CWU. For more information, please contact scholarworks@cwu.edu.

A SURVEY OF THE STATUS OF THE ATHLETIC COACH
OF THE PUBLIC SECONDARY SCHOOLS
IN THE YAKIMA VALLEY

by

Phillip Mirosh

A field study submitted in partial fulfillment of the
requirements for the degree of Master of
Education, in the Graduate School
of the Central Washington
College of Education

August, 1952

This project is a partial requirement of Education 222, which is a partial requirement for the Master of Education degree at the Central Washington College of Education.

Approved:

Maurice L. Pettit (Class Instructor)

Leo S. Nicholson (Committee Member)

L. Reynolds (Committee Member)

TABLE OF CONTENTS

	PAGE
LIST OF FIGURES	111
LIST OF TABLES	iv
CHAPTER	
I INTRODUCTION AND STATEMENT OF PROBLEM	1
Statement of the problem	7
Limitations of the study	8
Definition of terms used	9
Activities	9
Head coach	9
II BACKGROUND AND REVIEW OF RELATED INFORMATION	10
Purchase of athletic equipment and supplies	10
Preparation of the budget for athletics	13
Administration and teaching duties	19
Teaching load	21
Salary for teaching and for athletic coaching	22
Academic training	26
The tenure of coaches	31

CHAPTER	PAGE
III SOURCES OF DATA AND METHOD OF PROCEDURE	33
Sources of data	33
Method of procedure	33
IV FINDINGS AND INTERPRETATION OF DATA	35
V SUMMARY AND CONCLUSIONS	59
Conclusions	60
BIBLIOGRAPHY	63
APPENDIX A	68
APPENDIX B	73

LIST OF FIGURES

FIGURE		PAGE
1	Budget Summary of Estimated Income	17
2	Budget Summary of Estimated Expenses	18

LIST OF TABLES

TABLE		PAGE
I	Special Educational Requirements for Certification as Physical Education Teachers by States	28
II	Administrative Responsibility for Purchasing Athletic Supplies and Equipment and Preparing the Athletic Budget	36
III	The Annual Coaching Increment for Each Sport Coached in the Yakima Valley Class "A" Schools	39
IV	The Academic Departments in Which the Yakima Valley Coaches Taught	42
V	Academic Training of Yakima Valley Coaches	43
VI	Colleges and Universities from Which Yakima Valley High School Coaches Have Been Graduated	45
VII	Undergraduate Majors and Minors of Yakima Valley High School Coaches	47
VIII	Graduate Majors and Minors of Yakima Valley High School Coaches	49

TABLE		PAGE
IX	Coaching Courses Studied in College That Were Considered Most Beneficial to Yakima Valley High School Coaches	50
X	Courses Studied in College Which Were Considered the Least Beneficial or Least Desirable to Yakima Valley High School Coaches	51
XI	Factors Which Coaches Consider as Influencing the Retention of Position	53
XII	Sources and Degrees of Pressure Placed on Winning Athletic Contests by Head Coaches in the Yakima Valley High Schools	55
XIII	Reasons Why Predecessors Have Left Coaching Positions in the Yakima Valley	56
XIV	The Number of Years of Coaching Service in Yakima Valley of the High School Coaches Included in This Study	58

ACKNOWLEDGMENT

Acknowledgment of indebtedness is made especially to Dr. Maurice L. Pettit for much time and effort devoted to make possible the preparation of this field study. The author also wishes to express his appreciation and gratitude to Mr. Leo Nicholson and Linwood E. Reynolds for their constructive criticisms which have been both a challenge and an inspiration.

A SURVEY OF THE STATUS OF THE ATHLETIC COACH
OF THE PUBLIC SECONDARY SCHOOLS
IN THE YAKIMA VALLEY

CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

This study was made to determine the status of the athletic coach in public secondary schools in the Yakima Valley. This paper will deal with three phases of the position of athletic coach, including administrative responsibility, academic training and tenure. The writer will present reports of previous studies by authorities in the field of physical education and health education. By comparing these studies with the conditions found to exist in the Yakima Valley, the writer will attempt to find and analyze the status of the athletic coach in that region.

In the early days of athletics, the initiative for organizing school teams usually came from some of the students who wished to engage competitively in their favorite sport. Occasionally one of the young high school teachers who was athletically inclined implanted the idea of a school team in the minds of the students.

Interscholastic athletics are a part of education in general and should contribute to the development of its objectives. Discussions of objectives of athletics are many and, despite differences in emphasis and use of words, they appear to be more similar than different. The statement of objectives of athletics by Charles E. Forsythe helps to clarify the role athletics play as an integral part of the educational program.

The following list of participant objectives, while not all-inclusive, points out some possible achievements:

1. Opportunity to learn new games.
2. Improvement in playing skills.
3. Development of physical vigor and desirable habits in health, sanitation, and safety.
4. Opportunity to make real friendships with squad members.
5. Opportunity to widen a circle of friends by acquaintance with members of opposing teams and to visit and play in other communities.
6. A chance to observe and exemplify good sportsmanship.
7. Realization that athletic competition is a privilege that carries definite responsibilities with it.
8. Association with real gentlemen and true sportsmen in the persons of athletic coaches.
9. A chance to enjoy one of the greatest heritages of youth--the right to play.
10. A chance to learn that violation of a rule of the game brings a penalty--and that this same sequence follows in the game of life.

Following are some of the outstanding athletic objectives for the school and student body:

1. Athletics should occupy a position in the curriculum comparable to that of other subjects or activities.

2. Athletics should be made educational.

3. Athletics should be used to promote a fine school morale.

4. Proper student interest should be created by enlisting student aid at contests.

5. All visiting schools should be treated as guests.

6. A school's program in athletics, and the sports that it sponsors, should be based on the following factors:

(a) The number of available students;

(b) The financial ability of the school to equip its teams properly and to furnish adequate facilities;

(c) Its ability to furnish competent instruction and wise leadership.

7. The athletic program should be an aid to school administration rather than a source of trouble.

8. There should be associated with the inter-scholastic athletic program a comprehensive plan for intramural activities.

9. The athletic program should be broad rather than narrow in its scope. It should include as many activities as possible in order to interest and be of benefit to more students.

10. In general, there should be no distinction between so-called major and minor sports. Each sport is of equal importance to the student participating in it.

11. The school policy should be definite so that athletes will not expect special privileges. If none are given, none will be expected.

12. Sportsmanship, fair play, and good school citizenship should be the objectives of all athletic programs.¹

Although an unfortunate system has been permitted to develop in the conduct of the program of athletics, there is some hope that the problems of athletics can be solved. Interscholastic athletics have in some cases been considered something separate and apart from the general educational curriculum. Despite these characteristics that appear in some schools, H. A. Scott summarizes as follows:

. . . there is increasing evidence that the true value of competitive athletics as a method of education is gaining wide recognition among educators. It is significant that in those schools and colleges that have come to understand the educational implications of athletics and have accepted full responsibility for the conduct of the program as an educational, rather than a business venture, the true worth of competitive athletics is revealed.²

The athletic program must be recognized by educators as part of the educational program if it is to hold a secure place in the educational system.

Shortly after the turn of the century, educators began to realize the importance of an athletic program and

¹ Charles E. Forsythe, The Administration of High School Athletics (New York: Prentice-Hall, Inc., 1948), pp. 5-8.

² Harry Alexander Scott, Competitive Sports in Schools and Colleges (New York: Harpers and Brothers Publishers, 1951), p. 125.

became aware that it was being taken over by undesirable teachers in the community. A change placed the athletic program under the guidance of regularly certified teachers. Even prior to the completion of this change it was realized that in order for teachers to do a competent job they needed training in the subjects of kinesiology, health, physiology, anatomy, biology, and other sciences. According to Harry A. Scott, these educational courses were found to be of extreme importance to the athletic coach to enable him to possess the following qualifications:

The ability to recognize deviations from normal health, a knowledge of and ability to apply first aid, and a knowledge of proper methods to be employed in the health and medical care of injuries occurring as a result of participation in physical education activities.³

This naturally led to specialization of full time work in physical education and athletics. The development of the teacher-coach has since become a reality.

The development of the teacher-coach, however, failed to keep athletics from under the influence of the public. In some cases evils have developed far worse than the previously existing discrepancies. Public interest in athletics has been growing rapidly in recent years and more pressure has been placed upon today's athletic coach due to the public's misunderstanding of the athletic program.

³ Ibid., p. 270.

The unreasonable demands placed upon the coach for winning games have brought about repercussions in the more important aspects of the coach's influence and teaching. The coach who does not win most of his games is usually asked to resign and a "winner" is hired in his place, even though no team can be judged successful by the sole means of the "win and loss" column. The winning aspect of athletics should be a professional tribute and should not be the influential factor in high school athletics. The coach no longer enjoys educational tenure. In too many cases the coach is forced to disregard the educational values in order to win contests.

The coach's problem is a difficult one. When his position depends upon the will of the alumni, community and fans, conditions unsatisfactory to the coach are likely to result. He is likely to tolerate almost anything at times in order to win ball games. This influence will carry over to the teachers in their determination of eligibility for players. The outside pressure of the public is driving the coach to go against his sound educational philosophy in order to meet the public's demands. He may even teach unethical tactics in an effort to avoid unemployment and embarrassment.

More emphasis has been placed on athletics since World War II than at any other time in our history. Theodore

P. Blank⁴ found the combat records of boys on the battlefield who were products of the competitive athletic program to be the most outstanding and illustrious to be recorded in the histories of World War II.

The emphasis since World War II has not been, apparently, on the objectives of athletics and the goals which proved so valuable to soldiers of the past war. These great tributes have almost been forsaken for what "Monday morning quarterbacks" call a good win-lost record. This is a tragedy which needs immediate exploration, not only on a national plane as is being done, but on the local, state and district levels.

Statement of the Problem

The primary purpose of this study is to attempt to determine the administrative responsibility, academic training, and tenure of athletic coaches in public secondary schools in the Yakima Valley.

It is desired that this study will serve as an aid in improving the coach's status in the Yakima Valley; and to identify the true position of the athletic coaches in the over-all educational picture.

⁴ Editorial, "Competitive Sports Prove Their Worth," The Athletic Journal, 26:26, January, 1946.

Limitations of the Study

The study has many limitations, both of the study itself and of the area being considered for this survey. First, the study itself was limited to class "A" (interscholastic classification, 300 students or over) public schools of the Yakima Valley. Second, the athletic coaches were the sole participants in this investigation. Third, interscholastic athletics were the only activities included in this study. Fourth, the administrative responsibility, academic training and tenure of coaches were the only phases of coaching under consideration. Fifth, the schools considered in the Yakima Valley for the purpose of this study were: Cle Elum, Ellensburg, Yakima, Selah, Highland, Wapato, Toppenish, Grandview, Sunnyside, Prosser, Richland, Kennewick, and Pasco.

The limitations of the study are important in the analysis of this study. The sizes of the schools being studied vary considerably. All schools participating in this survey did not compete in some of the sports being surveyed. A thorough personal study of each school was not possible because of time limitations, so the interview and the questionnaire were combined to gather the data. The questionnaire, while used as a record in conjunction with the interview, is not free from interpretation errors.

Definition of Terms Used

Activities. The term activities as used in the study refers to football, basketball, track, baseball, tennis, and boxing.

Head Coach. Any coach who is responsible for the direction of one of these sports will be considered a "head" coach in this study, although he may assist in other sports.

CHAPTER II

BACKGROUND AND REVIEW OF RELATED INFORMATION

The success of any program of interscholastic athletics depends to a great degree on the preparation and planning of that program plus the interest and the ability of the men responsible for it.

The superintendent and the principal, being the final authorities for the program, should have a thorough understanding of their responsibilities and should hire men who not only can do a good coaching job but who can prepare and administer an efficient educational program for the entire staff.¹

Purchase of Athletic Equipment and Supplies

Efficiency in the purchase of supplies and equipment involves a careful study of school needs, existing prices, the quality of workmanship, and satisfactory materials.

Although the purchase of athletic equipment is a vital school concern which involves much money, planning, book-keeping and organization, many schools persist in treating

¹ Jack L. Smith, "The Organization and Administration of High School Athletics," Scholastic Coach, 17:62, March, 1948.

the problem in a slipshod fashion. The purchasing of athletic equipment and supplies has become one of the largest items in the athletic budget, and a great deal of money may be wasted unless equipment is purchased carefully.

Who should be responsible for the purchase of athletic equipment and supplies? The size of school probably is the determining factor in the majority of the schools.

Voltmer and Esslinger state:

In the smaller institutions, the athletic equipment is usually purchased by the athletic director or coach. In some situations the athletic director purchases directly from the sporting goods companies and in others he purchases through the principal or business manager. In the larger institutions, this function may be performed by a specialist known as the purchasing agent whose business it is to know materials and values. Whatever the institution, the director or coach should be consulted in regard to all athletic purchases in the event he does not buy them himself. The coach knows the specification, he understands what materials are needed and how they are to be used, and he sees them tried and tested. This practical experience with athletic goods enables the coach to make valuable suggestions and recommendations which are of great assistance to the purchasing agent.²

On the other hand, some authorities believe that the purchasing of athletic supplies should be done by a central office. William and Brownell assert:

Formerly the director controlled the purchasing for his department, and this plan still persists in numerous cities in spite of the fact that such antiquated practices have been abolished in other administrative matters. Indeed, years after teachers ceased to act

² Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Inc., 1949), pp. 328-29.

as venders of pencils and paper, one often finds the physical educator peddling sneakers, towels, and soap. Teachers of physical education should be taken out of the merchandising business. The purchase of all materials through one central office, presided over by a person known as the business manager or purchasing agent, is both economical and effective.³

Most small public schools usually delegate the responsibility of purchasing athletic equipment to the director of physical education. This system, while still not effective in some situations, seems satisfactory as a general practice.

Buying, like all other business practices, involves certain basic skills and techniques. The director of athletics who acts as the purchasing agent for his department should become familiar with them.

Brownell and Williams mention some of the fundamental guiding principles for purchasing:

1. Equipment purchased should conform to specifications; it should be official and should be suitable for the service for which it is intended.
2. Prices should be consistent with market conditions. Cut prices are to be avoided.
3. Purchasing should show consideration of the needs of all the activities.
4. Every purchase should show that the interests of the school have been preserved.
5. Every purchase should be made on regulation forms and in such manner as will insure legality of contract, prompt delivery and payments, and sufficient

³ Jesse F. Williams and Clifford E. Brownell, The Administration of Health Education and Physical Education (Philadelphia-London: W. B. Saunders Company, 1951), p. 69.

management.⁴

The National Federation of State High School Athletic Associations has done some very helpful work in establishing basic standards. They have appealed to sporting goods manufacturers to produce first grade merchandise at lower cost to high schools. The Federation has also studied equipment from the standpoint of safety, and the merchandise meeting safety standards is stamped "National Federation Approved."

Most athletic directors urge the personnel of health and physical education departments to standardize their equipment, whenever possible, as a matter of economic policy. Standardization enables the director to buy expendable equipment in quantity at a markedly lower price. The competent athletic director adopts the same purchasing principles in obligating school funds that he employs in discharging his personal financial affairs.

Preparation of the Budget for Athletics

The nature of interschool competition, with attendant advertising and admission charges, presents important problems of budget and finance.

Ideally, interschool athletics should be financed in the same way as is any other school subject. The only justification for interscholastic athletics is the significant

⁴ Ibid., pp. 169-70.

educational experiences which they provide. These experiences are so important that they merit financial support from institutional funds. These values of athletics cannot be obtained if the program must be supported by gate receipts. Experience has repeatedly shown that athletic activities are conducted on a much higher plane if they derive their support from regular school funds. Most of the authorities are in complete agreement on this question. Forsythe and Duncan state:

It is the hope of many educators that ultimately the financing of the athletic program may become entirely independent of gate receipts. That goal seems quite distant at the present time, however. No doubt the athletic program in our schools and colleges could be made more educational if commercialism could be removed. At the same time there is an element of control and of morale value in moderate admission charges that are applied to the maintenance of the sport itself or make possible the sponsorship of phases of the program that would be impossible otherwise.⁵

Voltmer and Esslinger write:

The philosophy that interschool sports program should be subsidized by the institution does not infer that gate receipts should be abolished. While this is a desirable objective, it is too revolutionary to be practical at the present time. Gate receipts are not objectionable as long as they are incidental.⁶

⁵ Charles E. Forsythe and Ray O. Duncan, Administration of Physical Education (New York: Prentice-Hall, Inc., 1951), p. 121.

⁶ Voltmer and Esslinger, op. cit., p. 804.

Williams and Brownell⁷ feel that administrators should strive to do away with an admission charge for interschool athletics, and to encourage the general public to attend these events as guests of the school. Such a procedure would doubtless decrease the numerous undesirable features associated with these contests and, at the same time, improve the educational values inherent in them.

If it is assumed that athletics represent a worthwhile educational activity, monetary support for interschool athletics should be obtained from the board of education in the same manner in which other school activities are financed.

The job of preparing the athletic budget is one for the athletic director and his staff. This will result in a more complete understanding of all phases of the athletic program by the various coaches and assistant coaches connected with it. The director should consult members of his department and receive their suggestions concerning needed equipment. The staff as a whole should consider all requests in the light of total department needs. They will feel that they have had a part in its preparation and will be more willing to accept the budget in its final form when it is approved.

The coach of each sport should be responsible at the end of the season to submit a complete inventory of his

⁷ Williams and Brownell, op. cit., p. 66.

equipment, indicating what is serviceable and the amount of specific items needed for the next season. When these inventory reports are received by the director from all coaches, the entire group should consider them in a staff meeting. This procedure will enable the coaches to become familiar with equipment needs of all parts of the program. The athletic director and his staff may prepare the budget, which should be approved by the proper administrative authority. The coach in charge of a given activity, such as football or basketball, then knows exactly the amount of money he has to spend and conducts his sport accordingly.

Every high school should have an athletic budget showing estimated receipts and expenditures for each event. Figure 1 illustrates a suggested form for compiling the information for a summary of estimated receipts. Figure 2, page 18, illustrates a suggested form for compiling the information for a summary of estimated expenses.

Williams summarizes athletic budgets by stating:

Modern educational administration demands that the financial affairs of every department of a school or college be conducted on a strictly business basis. All athletic funds of the institution are handled by the school or university treasurer. There should be a complete financial plan--a budget--based upon careful estimates of needs and a strict accounting of all funds.

⁸ Jesse F. Williams and William L. Hughes, Athletics in Education (Philadelphia-London: W. B. Saunders Company, 1930), p. 168.

School: _____ School Year: 19__ 19__

Sport	Home Games		Away Games		Total Estimate
	No.	Receipts	No.	Guarantees	
Baseball		\$		\$	\$
Basketball					
Boxing					
Football					
Track					
Tennis					
Other					
(1) Total estimated receipts					\$
(2) Estimated amount to be realized from student or general organization ticket sale.					\$
(3) Total amount, if any, to be received from the board of education for purchase of playing equipment.					\$
(4) Grand total of estimated receipts for present year (sum of 1, 2, 3).					\$
(5) Grand total of estimated expenditures for present year.					\$
(6) Estimated surplus for year (difference between 4 and 5).					\$
(7) Estimated deficit for year (difference between 5 and 4).					\$

Figure 1⁹

Budget Summary of Estimated Income

⁹Charles E. Forsythe, The Administration of High School Athletics (New York: Prentice-Hall, Inc., 1948), p. 253.

School: _____ School Year: 19__ 19__

Sport	Administration: Cost of Bleachers, Guards Tickets, Field, Printing, Postage, etc.	Cost of Officials for Home Contests	Home Game Contract Guarantees	Away Game Expenses	Cost of Equipment Repairs and Maintenance	Cost of New Playing and Game Equipment	Cost of Training, First Aid, and Medical Supplies	Cost of Awards	Incidentals: Team Pictures, Meet or League Fees, etc.	Total Estimate for Sport for Year
Baseball										
Basketball										
Boxing										
Football										
Track										
Tennis										
Others										
Total Estimate										

Figure 2¹⁰

Budget Summary of Estimated Expenses

¹⁰ Ibid., p. 255.

Most authorities agree that the elimination of all gate receipts would be desirable. Until this ideal materializes, it will be necessary for the gate receipts to pay the expenses of an athletic program while the institutions pay the coaches and maintain the grounds and buildings.

Administration and Teaching Duties

In most high schools the interscholastic athletic program is a part of the physical education program. The director of the physical education department is the athletic director, who usually coaches one or more sports.

The specific functions of an athletic director are numerous. Harry Scott has listed some of his specific functions:

1. To interpret and carry forward the philosophy and established policies and procedures of the institution as a whole in so far as these relate to the program of competitive athletics.

2. To supervise all areas of the program to ensure their continuous, effective operation.

3. To organize the staff of the department for effective action in relation to the formulation of policies and procedures relating to the program of athletics looking toward the maximum contribution to the student, the department, and to the institution.

4. To cause all areas of the program to be conducted in harmony and in balance to the end that each activity in the program is afforded equal opportunities to contribute to the health and educational benefits of the participants.

5. To recommend to the appropriate body changes or additions to existing policies or the formation of new policies when required.

6. To represent the department in all matters relating to policy and procedure.

7. To be responsible for all business matters connected with the program of athletics, that is, prepare the budget; supervise the schedule making; authorize and supervise the expenditures of monies; establish bookkeeping procedures within the department; and provide for the safekeeping, issuance, and accounting of tickets to athletic contests, and equipment and supplies necessary for the operation of the program of competitive sports.

8. To be responsible for safe and efficient operation and equitable assignment of facilities and equipment available for the program of competitive sports to the end that all activities and all areas of physical education may make their maximum contribution to the participants.

9. To be responsible for the management and conduct of trips and athletic contests in such a manner as to give primacy to educational considerations and in keeping with the health, safety, and comfort of the participants.

10. To cause standards to be established for the evaluation of the work of the department in relation to the goals of physical education and those of the program of general education.¹¹

These ten points should be prominent in all schools with a well organized athletic program.

In a good many schools there is not enough division of duties in connection with the management of athletic contests. There must be some one person in charge, but in most cases it should not be the coach, for he is busy enough with the handling of his team. All the details connected with

¹¹ Harry A. Scott, Competitive Sports in Schools and Colleges (New York: Harper and Brothers Publishers, 1951), pp. 272-73.

pre-game preparation and game responsibilities for home contests, as well as other duties, are important jobs and should be performed to a great extent by some faculty member other than the coach.

It is too often found that the athletic director is given the duties and responsibilities of an athletic director without a teaching load or salary adjustment. An excellent but overworked athletic director may have only mediocre success because the position which is so time demanding has become an additional duty instead of a planned position.

Teaching Load

According to Williams and Brownell,¹² the general belief persists that teachers of health education and physical education maintain a heavier load of instructional activity than academic teachers. When the number of hours devoted to extra-curricular activities are included, doubtless the work load in physical education is excessive.

A time analysis study of high school athletic coaching duties was made by Carl E. King.¹³ He kept a record of the time spent which agreed with what other coaches found in major duties for time allotment. The study indicated an

¹² Williams and Brownell, op. cit., p. 55.

¹³ John D. Lawther, Psychology of Coaching (New York: Prentice-Hall, Inc., 1951), pp. 2-3.

average expenditure of time on athletic duties alone of approximately thirty hours per calendar week. William Vinson¹⁴ writes in his survey that various studies have shown that the average football coach puts in more than 180 measurable coaching hours during the eleven or twelve week season, over and above his teaching or administrative duties. The classroom teacher puts in 330 to 360 measurable hours during the same period of time. This does not take into consideration hours of study or preparation for either one.

The athletic coach in many schools is expected to teach a full program of classes in addition to his coaching duties. His salary is perhaps a little higher, but the work hours are invariably longer. Coaching of sports allows little time for other recreation or social life. If proper educational results are obtained, the teaching load of athletic coaches should approximate that of academic teachers.

Salary for Teaching and for Athletic Coaching

The practice of paying high school coaches an additional amount of money for their coaching duties developed during World War II in many schools. Agitation for extra pay arose during the war when many other teachers were able to supplement their incomes by additional employment in the

¹⁴ William Vinson, "A Survey of the Washington State High School Coaches," (unpublished research paper), 1949-1950.

afternoons after their school duties were over. Coaches thought they were entitled to additional remuneration because the time devoted to their coaching duties was over and above a full teaching load.

A survey by the National Education Association¹⁵ showed that coaches received additional amounts above their regular salaries in 157 of 197 cities. The amount of additional salary is arrived at in various ways. The most frequent practice is to establish a fixed amount for each sport. In most schools the head coach receives a higher amount than the assistants. In general, football coaches are better paid than other coaches, with basketball coaches a close second. Coaches of tennis, track, baseball, and boxing receive the lowest amounts.

William Vinson states in the summary of his survey:

A few hundred dollars assumes large proportions when viewed by a school board or by a classroom teacher organization, but when it is reduced to an hourly basis it becomes rather meager remuneration for the services rendered by the coach.¹⁶

There are numerous arguments on both sides of the question of extra pay for coaches. Joseph C. Carlo presents these arguments in an effort to help schools to analyze their problems and arrive at a fair and satisfactory solution.

¹⁵ National Education Association, "Coach-Pay Over the Nation," Scholastic Coach, 16:22, February, 1947.

¹⁶ William Vinson, op. cit., p. 3.

The following pros and cons are presented:

1. The coach's day at school usually averages three to four hours longer than that of the other teachers. . . .

2. The coach is expected to work several weeks before school opens in September if he coaches football; during Christmas holidays if he coaches basketball; and during Easter holidays if he coaches baseball or track.

3. As physical education teachers, coaches usually carry a full teaching load. . . .

4. Teaching salaries are so low that coaches need extra compensation to stay in the teaching and coaching field.

5. The extra pay for coaching would tend to eliminate the necessity to seek such outside positions as game officials, community center leaders, salesmen, and laborers, in order to supplement the teaching salary.

6. A car is almost a necessity for a coach for transporting players and for scouting, thus making an extra financial demand on him that is not made on other teachers.

7. There is already a precedent for granting coaches extra pay. In the National Education Association study previously mentioned, a survey of cities of over 100,000 population showed that extra pay was granted to coaches over their regular salaries in 53 of the 81 cities which reported.

8. An increase in salary or a bonus would create a challenge and thus encourage coaches to do a better job.

9. The increased income would encourage better trained, more desirable men to enter the field of physical education and coaching.

10. Physical education men in large city systems are taking outside coaching jobs for extra pay rather than accepting school coaching assignments, thus creating a coaching problem in the school. . . .

Following are the arguments against extra pay for coaches:

1. Extra pay would put coaches in a special class and draw criticism from other teachers.
2. Other teachers who have charge of dramatics, music, etc., would become dissatisfied and demand extra pay.
3. Extra pay for coaches would create a strain on already inadequate educational budgets.
4. Additional income for coaches would lessen the possibility of an increase for all teachers. . . .
5. Extra pay for coaches will not solve the basic difficulty of all teaching salaries being too low.
6. Teachers know that when they go into the physical education field they are expected to put in extra time in coaching.
7. Extra pay for coaching resulting in increased competition for coaching jobs would place such an emphasis on winning as to be detrimental to the players.
8. Administrators in most school systems have long recognized the extra time put in by coaches by not assigning them many of the extra duties usually given to teachers. Extra pay would eliminate coaches from such consideration.
9. Many administrators would welcome the request for extra pay so that they could use it as a reason for eliminating varsity competition in high school.
10. Extra pay for coaches may bring decreased athletic equipment budgets. . . .¹⁷

In some schools, the coaches are not given extra pay. Instead, their teaching loads are adjusted during the period they are coaching. This would be a step toward solving the

¹⁷ Joseph C. Carlo, "Extra Pay for the Coach," Scholastic Coach, 16:30-1, March, 1947.

problem of teaching overload for coaches.

The salary of the coach in most cases is paid by the board of education. Schools whose coaches are paid by any organization other than the board of education definitely display commercialism in high school athletics. It means that the athletic policies in these schools are largely determined by non-educational agencies.

Academic Training

The practice of permitting persons who do not have faculty status to coach high school athletic teams has proven generally unsatisfactory. Such individuals have little understanding of the purpose of the school and are unable to relate their work to educational goals. It is encouraging to note that forty states now require all coaches of athletic teams to be certified members of the faculty.

The preparation of teachers in health education and physical education should parallel standards required for teachers of academic subjects. The trend in secondary schools is to demand four years of college training, and in some states the educational requirement has been raised to five years.

Wagenhorst¹⁸ found in his study that the athletic coaches of 366 high schools from which data were secured, have higher educational qualifications on the average than the teachers of physical education in these same schools.

A survey¹⁹ made in 1947 shows the special certification requirements by states and is arranged in Table I. It indicates that in order to teach physical education, five states required forty hours or more for a major in physical education; three states required thirty-four to thirty-six hours for a major; four states required thirty hours for a major; five states required twenty-four to twenty-five hours for a major; five states required twenty to twenty-three hours for a major; and two states required twelve hours for a major in physical education. Two states required twenty-four hours for a minor in physical education; three states required eighteen to twenty hours for a minor; four states required sixteen hours for a minor; five states required fifteen hours for a minor and five states required ten to twelve hours for a minor in physical education. Four states failed to mention having any specific requirements to teach physical education and three states had no information available. Minnesota

¹⁸ Lewis H. Wagenhorst, The Administration and Cost of High School Interscholastic Athletics (Columbia University, New York City: Bureau of Publication, 1926), pp. 78-80.

¹⁹ Voltmer and Esslinger, op. cit., pp. 117-18.

TABLE I

SPECIAL EDUCATIONAL REQUIREMENTS FOR CERTIFICATION AS
PHYSICAL EDUCATION TEACHERS BY STATES# IN 1947

P.E. Course Work	P.E. Major						P.E. Minor					
	Quarter Hours Required											
None	12	20-23	24-25	30	34-36	over 40	10-12	15	16	18-20	24	
Mass.	Ala.	Fla.*	Calif.	Ariz.*	S. C.	Colo. (45)	Maine*	Ida.	Ill.*	Ky.	Ark.*	
Miss.	Ga.	Iowa*	Ind.*	D. C.*	Minn. (lg. sch.)	Dela.* (54)	Neb.*	Kan.*	Minn.* (sm. sch.)	N. J.*	Ore.*	
N. Dak.		Tenn.	Mo.	Md.	N. Y.	La.* (41)	N. M.*	Mich.*	Mont.*	Wis.		
Wash.		Utah	N. H.	N. C.		Penn. (60)	Okla.	S. Dak.	Ohio*			
		Wyo.	Tex.			R. I. (40)	Ve.	W. Va.				

* Specific courses included

No information available for Connecticut, Virginia, and Nevada at this writing

required a major of thirty-six hours in physical education to qualify a person to teach physical education in large schools and required a minor of sixteen hours to teach physical education in small schools.

According to Voltmer and Esslinger, the training required for a teacher-coaching position depends upon the size of the school.

Elementary schools, high schools, colleges and universities on the undergraduate level, and graduate schools of physical education, respectively, require progressively more and better training. The minimum requirement for either elementary or high school physical education teachers should be a bachelor's degree with a major or a minor in physical education. The major qualifies one much better to teach physical education, but many instructors must teach other subjects in these two types of schools, especially in the smaller cities and rural communities, and hence must major in some other subject in order to get a position.²⁰

The state of Washington has no specific requirements for personnel of health and physical education. It should be the time for the state of Washington to consider revision of regulations governing the certification of personnel in that field.

The coach needs, in addition to his knowledge of sports, adequate course work to give him an understanding of human physiology, growth and development. The coach should have some background in the field of nutrition as well. The members of his squad will need guidance and some individual

²⁰ Ibid., pp. 118-19.

attention in regard to their eating habits. The coach also needs to know first aid and athletic training fundamentals in order to take care of athletic injuries.

Voltmer and Esslinger assert that the following educational experiences should qualify the prospective physical education teacher to teach physical education in high school:

1. Intercollegiate competition in two sports is extremely valuable. (Football and basketball are the most useful). . . .

2. Those general liberal arts subjects required of all liberal arts students.

3. If science is required, zoology is suggested because of its possible background value for semi-medical courses. . . .

4. Those education and government courses necessary for certification. Practice teaching is included here. . . .

5. Activity courses, (commonly called theory and practice courses): Major 18 to 20 semester hours. . . .
Minor 8 semester hours. . . .

6. Special academic courses recommended:

a. Major:
Organization and administration of physical education, 3 semester hours.
Principles and methods of physical education, 2 or 3 semester hours.
Anatomy
Kinesiology. A total of 9 semester hours.
Physiology
Hygiene, 3 semester hours.
First aid and correctives, 3 semester hours.
Theory of Recreation, 2 semester hours.

b. Minor:
Organization and administration of physical education, 3 semester hours.
Principles and methods of physical education, 2 semester hours.

First aid and hygiene, 3 semester hours.²¹

School administrators, aware of the important role of interscholastic sports in their courses of study, are very careful in selecting leaders for the work. The high school coach is almost always a member of the school faculty. He enjoys the same rights granted other teachers in the school, and is expected to have the same amount of training in his own subject whether he teaches physical education or history.

The Tenure of Coaches

The high school athletic team in some schools has become an agent of the group to satisfy community pride. They look upon the coach as the responsible party in the development of that team. Too often the athletic coach is employed for his ability to provide winning teams. The public in general measures his ability as a coach by the number of victories his team wins rather than by the influence which he exerts upon the players and the school. If he can satisfy the demands of the community and the school authorities to whom he is more directly responsible, he is able to obtain a higher salary.

Wagenhorst,²² in his study of the tenure of high school coaches, found the average number of years of tenure in each

²¹ Ibid., pp. 120-21.

²² Lewis Wagenhorst, op. cit., p. 85.

sport to be about three years.

No other faculty member in high schools is subject to public appraisal as is an athletic coach. Regular games expose the boys and the coach to public appraisal of the success of the course. Some relief from outside pressure may be brought about by having the members of the physical education staff meet the same academic standards expected of the other members of the faculty. The coach should be first an educator and a specialist in physical education, and should have a bigger conception of his job than that of being merely the builder of winning teams. Finally, he should be paid by the board of education only.

CHAPTER III

SOURCES OF DATA AND METHOD OF PROCEDURE

Sources of Data

Sources of data for this survey included reports of previous studies, periodicals and personal interviews with men prominent in the field of athletic coaching in the Yakima Valley. A vast amount of information was gathered through a questionnaire sent to the athletic coaches of class "A" (interscholastic classification, 300 students or over) schools of the Yakima Valley. A copy of the questionnaire may be found in Appendix A.

Method of Procedure

The writer studied various books by outstanding men in the field of physical education and health education in order to gain a greater understanding of the material at hand, prior to establishing a definite procedure. To become better acquainted with the state picture, the William Vinson survey¹

¹ William Vinson, "A Survey of the Washington State High School Coaches," (unpublished research paper, Seattle, Washington, 1949-1950).

and the Strayer report² were studied.

Personal interviews were held with many athletic coaches of the Yakima Valley.

A double post card³ was sent to the high school principals of all the class "A" schools of the Yakima Valley, asking for cooperation in the study by supplying the names of all their coaching personnel. A return of 100 percent was received.

A questionnaire was compiled and a copy sent to each of the athletic coaches in the following schools:

- | | |
|---------------|---------------|
| 1. Cle Elum | 8. Grandview |
| 2. Ellensburg | 9. Sunnyside |
| 3. Selah | 10. Prosser |
| 4. Yakima | 11. Pasco |
| 5. Highland | 12. Kennewick |
| 6. Wapato | 13. Richland |
| 7. Toppenish | |

Questionnaires were sent to seventy athletic coaches in the Yakima Valley. Fifty-three were completed and returned, a response of approximately seventy-six percent. Thirty-six coaches expressed a desire to have a report on the findings.

² George D. Strayer, Public Education in Washington (Olympia, Washington: State Printing Press, 1940).

³ A copy of the text used on the double post card is in Appendix B of this paper.

CHAPTER IV

FINDINGS AND INTERPRETATION OF DATA

In presenting the findings of the study the data includes in some instances the assistant coaches as well as the head coaches. However, where there are significant implications the entire group has been sub-divided into the first team coaches and assistant coaches.

Much of the data concerning the status of the athletic coach of public secondary schools in Yakima Valley are presented in tabular form.

Table II shows that twenty-six of the thirty-seven head coaches reporting had all the responsibility for purchasing athletic supplies and equipment; seven head coaches had part of the responsibility, and four head coaches reported having no responsibility for purchasing athletic supplies. Of the sixteen assistant coaches reporting, three had part of the responsibility for purchasing athletic equipment and thirteen had none.

In preparing the athletic budget, three head coaches reported not having a budget; seventeen reported having no responsibility in preparing the budget. None of the assistant

TABLE II

ADMINISTRATIVE RESPONSIBILITY FOR PURCHASING
ATHLETIC SUPPLIES AND EQUIPMENT AND
PREPARING THE ATHLETIC BUDGET

	Number in Study	<u>Responsibility for Purchasing</u>			<u>Responsibility for Budget</u>			No Budget	No Response
		All	Part	None	All	Part	None		
Head Coaches	37	26	7	4	16	...	17	3	1
Assistant Coaches	16	...	3	13	...	...	16	...	...

coaches reported having participated in preparing the budget.

The tabulation reveals that the assistant coach had practically no authority either in the purchasing of athletic supplies and equipment or in preparation of the athletic budget. Assisting in these duties should provide experiences that are highly beneficial to the athletic coach. If the assistant coach is to be properly trained for advancement to head coaching, he should have the opportunity to participate in these activities. It was also noted that several head coaches had little if any control in the purchase of supplies and in preparation of the budget. Thus, the degree of potential leadership is definitely limited by a general lack of authority.

Teaching load. Sixteen head coaches reported having at least one period of school time for athletics; ten head coaches had one free period and also one school period for athletics; nine head coaches reported a full teaching load.

Four head coaches listed duties of athletic director; of these, two had three periods a day in which to perform these duties; one reported having two periods a day and one reported a full load with no school time allowed for his duties as athletic director.

It should be noted that some coaches reported that free periods were allowed during the day to coaches doing after school activities. This practice should help to prevent teaching overload for coaches.

The results of a questionnaire sent out in 1951 by the late Kenneth Day,¹ athletic director of Toppenish High School, indicated that all class "A" schools in the Yakima Valley had the last period of the day for athletics, with the exception of two schools. Since then, one of these two schools has allowed one period a day for football.

This is in keeping with the modern concept that athletics should be given the same status as other academic subjects and school time allotted for its program. It is encouraging to note that part of the schools in the Valley are giving the athletic coach "free periods" in order to approximate the teaching load of teachers of academic subjects.

In Table III the increments for each sport were arranged according to those received by the head coach and the assistant coach.

Head football coaches received increments ranging from \$200 to \$800, and head basketball coaches received increments ranging from \$200 to \$400. The head baseball coaches received increments ranging from \$100 to \$350; head track coaches received increments ranging from \$150 to \$300; head tennis coaches received increments ranging from \$100 to \$300; and head boxing coaches received increments ranging from \$150 to \$225. The assistant football coach received smaller

¹ Kenneth Day, "A Survey of the Yakima Valley Class "A" High School Coaches," (unpublished research paper, 1951).

TABLE III

ANNUAL COACHING INCREMENTS PAID FOR EACH SPORT COACHED
IN THE YAKIMA VALLEY CLASS "A" HIGH SCHOOLS

Activity	Low	High	Average
Head Football	\$200	\$800	\$411
Head Basketball	200	400	300
Head Baseball	100	350	222
Head Track	150	300	208
Head Tennis	100	250	152
Head Boxing	150	225	187
Assistant Football	150	350	190
Assistant Basketball	100	300	183
Assistant Baseball	100	100	100
Assistant Track	100	200	133
Assistant Tennis	100	250	152

increments ranging from \$150 to \$350. Assistant basketball coaches received increments ranging from \$110 to \$300; the two assistant baseball coaches both reported receiving increments of \$100; assistant track coaches received increments ranging from \$100 to \$200; and assistant tennis coaches received increments ranging from \$100 to \$250. None of the assistant boxing coaches reported receiving any increments.

One coach indicated that no salary schedule existed in his school; one coach did not comment on salaries. According to the study, most of the athletic coaches in the Yakima Valley received amounts additional to their regular salaries with the exception of three coaches, in which cases the coaches were apparently paid by individual arrangement.

Only one athletic coach indicated that he was on the administrative salary schedule for performing the duties of athletic director. It is apparent that many coaches in the valley are performing these duties, and therefore should be placed on the administrative salary schedule and given the same status as other administrators within the school.

The results indicate that most athletic coaches in the valley received a fixed amount for each sport coached. In most of the schools the head coach received double the amount received by the assistants for each sport coached. The football coaches were better paid than other coaches, with basketball coaches second and then baseball, track, tennis and boxing.

Since most coaches are occupied with different sports throughout the year, various coaching combinations arise which make for a differentiation in annual salaries. The average salary (base pay) for teaching in the Yakima Valley reported in William Vinson's² survey was \$2,854. From the standpoint of salary consideration, the assistant coach is comparatively well off. His salary in many instances is slightly lower than the head coach, but he is relatively free from social pressure and nervous strain; also, the time and energy necessary for the administration of his activity is considerably less than that for other paid coaches.

As may be noted in Table IV, eight head coaches and one assistant coach taught in the physical education department only; nine coaches taught a combination of physical education classes and other subjects; while seven head coaches and two assistant coaches taught in the social studies department.

The study showed that the athletic coaches taught in a variety of academic departments. It also indicated that a number of athletic coaches were teaching mainly in the physical education and social studies departments.

The academic training of Yakima Valley coaches is presented in Table V, page 43. All of the Yakima Valley

² William Vinson, "A Survey of the Washington State High School Coaches," (unpublished research paper, 1949-1950).

TABLE IV

THE DISTRIBUTION OF YAKIMA VALLEY COACHES IN THE
VARIOUS ACADEMIC DEPARTMENTS

Department	Head Coaches	Assistant Coaches	All Coaches
Physical Education	8	1	9
Social Studies	7	2	9
Commercial	2	1	3
Mathematics	2	...	2
English	3	1	4
Driver's Training	1	1	2
Science	2	1	3
Social Studies and Mathematics	2	...	2
Physical Education, English and Mathematics	1	...	1
English and Physical Education	1	...	1
Physical Education and Social Studies	1	1	2
Physical Education and Science	2	...	2
Driver's Training and Social Studies	1	1	2
Industrial Arts	1	1	2
Physical Education and Mathematics	1	1	2
Science and Social Science	...	2	2
Grade and Junior High	...	3	3
No Definite Department	2	...	2

TABLE V
ACADEMIC TRAINING OF YAKIMA VALLEY COACHES

Training	Head Coaches	Assistant Coaches	All Coaches
Four Years of College	37	16	53
Bachelor of Arts or Science	28	12	40
Five Year Certificate	28	8	36
General Certificate	9	1	10
Qualifying Certificates	...	...	...
Master's of Arts or Science	9	4	13

coaches had at least four years of college; twenty-eight head coaches and twelve assistant coaches had bachelor's degrees; nine head coaches and four assistant coaches had master's degrees; twenty-eight head coaches and eight assistant coaches had five year certificates; nine head coaches and one assistant had general certificates. There were none who held a qualifying certificate.

The academic training of the Yakima Valley athletic coach meets the prescribed standards set up in most states. The trend for requirements for high school teaching is to demand four years of college, and in some states the training requirement has been raised to five years.³

Table VI indicates that eleven head coaches and five assistant coaches were from out of state training institutions. Ten head coaches and two assistant coaches were graduates of Washington State College; six head coaches and three assistant coaches were graduates of Eastern Washington College of Education; four head coaches and four assistant coaches were graduates of Central Washington College of Education; three head coaches and one assistant coach were graduates of the University of Washington; one head coach and one assistant coach were graduates of the College of Puget Sound; one head coach was a graduate of Seattle University and one head coach

³ Jesse F. Williams and Clifford E. Brownell, The Administration of Health Education and Physical Education (Philadelphia-London: W. B. Saunders Company, 1951), p. 230.

TABLE VI
 COLLEGES AND UNIVERSITIES FROM WHICH YAKIMA
 VALLEY HIGH SCHOOL COACHES HAVE
 BEEN GRADUATED

College or University	Head Coaches	Assistant Coaches	All Coaches
Washington State College	10	2	12
Eastern Washington College of Education	6	3	9
Central Washington College of Education	4	4	8
University of Washington	3	1	4
College of Puget Sound	1	1	2
Seattle University	1	...	1
Gonzaga	1	...	1
Out of State	11	5	16

was a graduate of Gonzaga University.

In all probability, the migration of such a high number of out of state coaches to Yakima Valley might have been caused by higher salaries and a shortage of athletic coaches due to induction of many personnel into the armed services during World War II.

Table VII, page 47, shows the undergraduate majors and minors of Yakima Valley high school coaches. Thirteen head coaches and seven assistant coaches majored in physical education; seven head coaches and two assistant coaches minored in physical education; seven head coaches majored in a combination of physical education and other subjects; three head coaches minored in a combination of physical education and other subjects; eight head coaches and six assistant coaches majored in social studies; eight head coaches and four assistant coaches minored in social studies.

The study shows that many of the Yakima Valley coaches received some college training in physical education and social studies. Table IV, page 43, indicates that a large number of coaches were teaching in these academic departments. There appears to be a high correlation between the training of athletic coaches and the department in which the coaches were teaching.

Washington state is one of the four states which does not require certification for physical education instruction. This probably accounts for the fact that some coaches in the

TABLE VII

UNDERGRADUATE MAJORS AND MINORS OF YAKIMA VALLEY
HIGH SCHOOL COACHES

Title	Head Coaches		Assistant Coaches	
	Major	Minor	Major	Minor
Physical Education	13	7	7	2
Social Studies	8	8	6	4
Physical Education and Social Studies	5	2	1	1
Physical Education and Commercial	2	...	...	...
Education	2	1	...	1
English	1	2	...	3
Commercial	2	...	...	1
Science	1	6	...	...
Mathematics	2	3	...	...
History and English	1	...	...	...
English and Physical Education	...	1	...	...
English and Art	...	1	...	...
Science and English	...	3	...	...
Industrial Arts	...	1	...	...
Administration	...	...	1	...
Geography	...	...	1	...
Economics	...	...	...	1
Music and Art	...	...	...	1
Speech	...	...	...	1

Yakima Valley do not have training in physical education.

Table VIII indicates the graduate majors and minors of Yakima Valley high school coaches. Seventeen head coaches and six assistant coaches had graduate majors in physical education; five head coaches and two assistant coaches had graduate minors in physical education; eight head coaches had majors in education.

Again, the study shows a high correlation between the subjects taken in college and the academic departments in which the athletic coaches are now teaching.

The coaching courses studied in college that were considered most beneficial to Yakima Valley high school coaches are found in Table IX, page 50. There were a variety of such courses. Six head coaches and two assistant coaches reported courses in methods of coaching football, basketball and track as the most helpful. Many of the coaches claimed that the courses which correlated with the activities they are now coaching were most beneficial. Nineteen coaches had no comment or indicated none, which could be interpreted as a weakness in their athletic training.

Table X, page 51, indicates the courses studied in college which were considered the least beneficial or least desirable to Yakima Valley high school coaches. There are several fallacies in this tabulation which cannot be interpreted without more data. Six head coaches and one assistant coach considered educational courses least beneficial, but

TABLE VIII
GRADUATE MAJORS AND MINORS OF YAKIMA VALLEY
HIGH SCHOOL COACHES

Title	Head Coaches		Assistant Coaches	
	Major	Minor	Major	Minor
Physical Education	12	5	6	2
Education	8	1	...	...
English	2	1	...	...
Physical Education and Education	5	...	...	...
Administration	4	...	2	3
Industrial Arts	1	...	...	...
Science	...	7	...	...
Social Science	...	3	1	3
Psychology	...	1	...	...
Political Science	...	...	1	...
Physical Education and Commercial	...	...	...	1
Speech	...	...	...	1

TABLE IX

COACHING COURSES STUDIED IN COLLEGE THAT WERE CONSIDERED
 MOST BENEFICIAL TO YAKIMA VALLEY
 HIGH SCHOOL COACHES

Course	Head Coaches	Assistant Coaches	All Coaches
Football Coaching	2	1	3
Boxing, Football, Track	1	...	1
Athletic Training	6	2	8
Methods in Teaching Tennis	1	...	1
Science and Theory Courses	1	...	1
Anatomy, First Aid Football, Basketball	1	...	1
Basketball	1	2	3
Athletics Problems	1	1	2
Football, Basketball, Track	4	3	7
Minor Sports and Games	1	...	1
Track Coaching	3	...	3
Methods in Sports	1	...	1
Administration of Athletics	1	2	3
None	4	2	6
No Comment	9	4	13

TABLE X

COURSES STUDIED IN COLLEGE THAT WERE CONSIDERED THE
LEAST BENEFICIAL OR DESIRABLE TO YAKIMA
VALLEY HIGH SCHOOL COACHES

Course	Head Coaches	Assistant Coaches	All Coaches
Educational Courses	6	1	7
Tests and Measurements	2	...	2
General Methods	3	...	3
Psychology, Sociology and Educational Courses	1	...	1
Theory of Education	3	1	4
Accounting	1	...	1
Literature and Social Studies	1	...	1
Guidance and Educational Courses	1	...	1
Dancing and Music	...	1	1
Introduction to Education	...	1	1
Foreign Languages	...	1	1
Washington History	...	1	1
Theory of Play and Educational Courses	...	1	1
Problems of Intramural Sports	...	1	1
History of Physical Education	...	1	1
Coaching Courses	3	1	4
Philosophy of Physical Education	1	1	2
No Comment	14	4	18
None	1	1	2

this information is not adequate since it does not designate the specific courses. As a whole, educational courses appear to be very unpopular with the athletic coaches of the Yakima Valley. This could indicate a basis for further study on this particular problem.

Table XI indicates the answers to three questions pertaining to tenure that were presented to the coaches for comment. Twenty head coaches and two assistant coaches claimed that the community would support the athletic program if they had several losing ball clubs or poor seasons; sixteen head coaches and fourteen assistant coaches gave a negative reply to the question. Ten head coaches and five assistant coaches stated that coaching assignments in their school had been changed because of pressure groups; twenty-seven head coaches and five assistant coaches claimed that no change in assignment had been made for this reason. Twelve head coaches and six assistant coaches thought that these pressure were growing; four head coaches and two assistant coaches stated that pressures were not growing. Twenty-one head coaches and eight assistant coaches had no comment.

The results of the study on tenure clearly indicate that the athletic coaches in the Yakima Valley have been and are subject to community pressures. These outside pressures should be removed if the schools are to enjoy the best educational values of an athletic program.

TABLE XI
 FACTORS WHICH COACHES CONSIDER AS INFLUENCING
 THE RETENTION OF POSITION

Factors	Head Coaches			Assistant Coaches		
	Yes	No	No Response	Yes	No	No Response
Would community support program if you had several losing ball clubs or poor seasons?	20	16	1	2	14	...
Have coaching assignments been changed due to pressure groups?	10	27	...	5	11	...
Are pressures growing?	12	4	21	6	2	8

Table XII indicates the specific sources and degrees of pressure placed on winning athletic contests in the high schools in the Yakima Valley. Each coach had his choice of checking several sources of interference and within each the degree of pressure. An analysis of this table gives the following results: Eleven head coaches believe that a great amount of pressure placed on winning athletic contests came from the community; five head coaches indicated the school board exerted pressure and four head coaches mentioned the superintendent's office as a source of pressure. It was noted in studying the results of the questionnaire that comparatively little pressure was placed on the assistant coaches. One assistant coach stated, however, that a great amount of pressure was placed on winning athletic contests by the principal; one assistant coach mentioned the community as a source of pressure; one assistant coach indicated the superintendent's office and another assistant coach mentioned that the school board placed a great amount of pressure on winning athletic contests.

Table XIII, page 56, shows the reasons why former coaches had left coaching positions in the Yakima Valley. Thirteen head coaches and four assistant coaches reported pressure caused the preceding coaches to leave their positions.

Many coaches could not give complete data on this question because it was not possible to find reliable information concerning why the predecessor discontinued his work.

TABLE XII

SOURCES AND DEGREES OF PRESSURE PLACED ON WINNING ATHLETIC CONTEST

Source of Pressure	Head Coaches				Assistant Coaches			
	Great	Moderate	Little or None	No Response	Great	Moderate	Little or None	No Response
Principal's Office	1	4	22	10	1	1	9	5
Faculty	...	2	25	10	...	...	9	7
Alumni	1	16	12	8	...	5	5	6
Student Body	2	10	14	11	...	6	4	6
Community	11	12	9	5	1	7	3	5
Superintendent's Office	4	5	19	9	1	3	6	6
School Board	5	6	16	10	1	5	3	7

TABLE XIII

REASONS WHY PREDECESSORS OF THE YAKIMA VALLEY HIGH
SCHOOL COACHES HAD LEFT COACHING POSITIONS

Reasons	Head Coaches	Assistant Coaches
Pressure	13	4
Left for Administrative Work	6	3
Too Much Nervous Strain	3	...
Promotion to Better Position	2	1
Military Service	2	2
Not Enough Remuneration	2	...
Death	1	...
Not Prepared and Lack of Interest	1	...
School Dropped Out of League	1	...
No Predecessor	...	1
No Comment	6	4

It is quite apparent, however, that many changes were made voluntarily on the part of the coach.

The number of years of coaching service in Yakima Valley of the high school coaches included in this study are found in Table XIV. Participants reported coaching service in Yakima Valley schools ranging from one to twenty-three years. One head coach had been in Yakima Valley for twenty-three years; one for eighteen years; one for sixteen years; one for fifteen years; one for thirteen years; one for seven years; four had coached for six years; six for five years; seven for four years; four for three years; six for two years and four for one year. The longest period of service for any assistant coach in the Yakima Valley was twelve years; eight assistant coaches reported one year. The median tenure for head coaches was 3.8 years; the median of service of assistant coaches was 1.5 years; the median of all coaches was 2.6 years. The results in this study of the tenure of high school coaches would correlate with those of previous studies mentioned in Chapter II.

It was found in analyzing and studying the questionnaire responses that the athletic coaches who won a high percentage of contests had in most instances, a longer term in coaching service in the Yakima Valley. This would indicate that the winning of contests had some influence on the tenure of Yakima Valley coaches.

TABLE XIV

THE NUMBER OF YEARS OF COACHING SERVICE IN YAKIMA VALLEY OF THE HIGH SCHOOL COACHES INCLUDED IN THIS STUDY

	Years in Service														Median
	1	2	3	4	5	6	7	12	13	15	16	18	23		
Head Coaches	4	6	4	7	6	4	1	...	1	1	1	1	1	3.8 Years	
Assistant Coaches	8	4	1	1	1	...	...	1	...	...	...	...	...	1.5 Years
All Coaches	12	10	5	8	7	4	1	1	1	1	1	1	1	2.6 Years	

CHAPTER V

SUMMARY AND CONCLUSIONS

In this study, the data obtained from answers to a questionnaire sent to athletic coaches and personal interviews from athletic coaches in class "A" schools of the Yakima Valley for the school year 1951-1952, have been analyzed to determine the status of the interscholastic athletic coaches.

General conclusions concerning the status of the athletic coach in the Yakima Valley are listed below. Data obtained from the questionnaire study and personal interviews from athletic coaches in the Yakima Valley appear to justify the following conclusions regarding the status of the athletic coach in the Yakima Valley.

1. There were a number of coaches who did not participate in the purchasing of athletic supplies and equipment and in the preparation of the athletic budget.
2. The athletic director was given the duties and responsibilities of the athletic director without a teaching load or salary adjustment.
3. The athletic coaches in some schools were expected to teach a full program of classes in addition to their

coaching duties.

4. The athletic coaches in the Yakima Valley, with the exception of four coaches, received amounts additional to their regular salaries.

5. All of the Yakima Valley coaches had at least four years of college training.

6. There appears to be a high correlation between the training of athletic coaches in the Yakima Valley and the department in which the coaches were teaching.

7. Some of the coaches of the Yakima Valley did not have a major or minor in physical education.

8. The study indicates that the athletic coaches in the Yakima Valley had been subject to community pressures which were still increasing in intensity.

9. The median number of years' service at their present job for head coaches was 3.8 years and the median of assistant coaches was 1.5 years.

Conclusions

A study of this type leaves many impressions and incompletely drawn conclusions in the mind of the writer. The authorities in the field of physical education have stressed the important values that can be obtained from interscholastic athletics; school administrators should take advantage of any and all opportunities to improve their athletic programs.

The conclusions and recommendations listed below are given in light of the opinions expressed by leaders in the physical education field compared with the findings of this study.

1. The responsibility for purchasing of athletic supplies and equipment and preparation of the athletic budget are in some cases enterprises in which the coach has little if any control; consequently the degree of leadership is definitely limited by a general lack of authority.

2. The physical education director is responsible for all matters pertaining to the program of physical educational activities be placed on the administrative salary schedule and should be given a teaching load adjustment.

3. Schools should be encouraged to allow the athletic coach "free periods" in order to approximate the teaching load of teachers of academic subjects.

4. The salary of the coach should be based upon professional training and experience and should be in proportion to the salaries paid to other members of the teaching staff.

5. The administrators of high school should demand that anyone who serves as athletic coach in any sport should have a major in physical education. This qualification would require the coach to have a basic knowledge of anatomy, physiology, kinesiology, and the control and care of injuries.

6. The public should be advised that the purpose of an athletic program is primarily educational, and must not

be used to satisfy community pride.

7. Appropriations to conduct the athletic program should all come from school district funds. The monies donated by special groups for athletic activities many times results in embarrassing or very difficult situations for the coach, the superintendent and the donating agency when a winning team does not result.

8. The final conclusion indicates that the status of athletic coaches in Yakima Valley is approaching the position described by the authorities as highly desirable; however, the status has not been elevated to the position it deserves in the field of education. Not until the athletic program becomes fully accepted into the curriculum allowing full time and emphasis on the schedule, will the desired position be achieved.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Douglas, Aubrey A., Modern Secondary Education. New York: Houghton Mifflin Company, 1938. 782 pp.
- Forsythe, Charles E., The Administration of High School Athletics. New York: Prentice-Hall, Inc., 1948. 440 pp.
- Forsythe, Charles E., and Ray O. Duncan, Administration of Physical Education. New York: Prentice-Hall, Inc., 1951. 319 pp.
- Good, Carter V., A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research. New York: Appleton-Century-Crofts, 1941. 890 pp.
- Lawther, John D., Psychology of Coaching. New York: Prentice-Hall, Inc., 1951. 333 pp.
- McKown, Harry C., Extra Curricular Activities. New York: The Macmillan Company, 1949. 734 pp.
- Monroe, Walter S., and Max D. Englehart, The Scientific Study of Educational Problems. New York: The Macmillan Company, 1936. 504 pp.
- Nixon, Eugene W., and Frederick W. Cozens, An Introduction to Physical Education. Philadelphia: W. B. Saunders Company, 1934. 298 pp.
- Scott, Harry A., Competitive Sports in Schools and Colleges. New York: Harpers and Brothers Publishers, 1951. 604 pp.
- Strayer, George D., Public Education in Washington. Olympia, Washington: State Printing Press, 1940. 664 pp.

- Voltmer, Edward F., and Arthur A. Esslinger, The Organization and Administration of Physical Education. New York: Appleton-Century-Crofts, Inc., 1949. 419 pp.
- Wagenhorst, Lewis H., The Administration and Cost of High School Interscholastic Athletics. Columbia University, New York City: Bureau of Publication, 1926. 134 pp.
- Whitney, Frederick L., The Elements of Research. New York: Prentice-Hall, 1946. 497 pp.
- Williams, Jess F., and Clifford E. Brownell, The Administration of Health Education and Physical Education. Philadelphia-London: W. B. Saunders Company, 1951. 439 pp.
- Williams, Jesse F., and William L. Hughes, Athletics in Education. New York: The Macmillan Company, 1925. 590 pp.

Periodicals

- Carlo, Joseph C., "Extra Pay for the Coach," Scholastic Coach, 16:30-1, March, 1947.
- Clagg, Harry C., "The Football Coach's Future," Athletic Journal, 29:30-49, February, 1949.
- Editorial, "Competitive Sports Prove Their Worth," The Athletic Journal, 26:26, January, 1946.
- Lustig, Arthur, "The Coach's Lot," Scholastic Coach, 17:40-53, May, 1948.
- Meyer, Kenneth, "Equipment Training for Future Coaches," The Athletic Journal, 28:46, February, 1948.
- _____, "Purchase and Care of Equipment," The Athletic Journal, 18:14-64, January, 1949.
- Mundt, Howard, "Why Athletics," The Athletic Journal, 27:49-50, September, 1946.
- National Education Association, "Coach-Pay Over the Nation," Scholastic Coach, 16:22, February, 1947.
- Smith, Jack L., "The Organization and Administration of High School Athletics," Scholastic Coach, 17:62-65, March, 1948.
- Williams, Rhea H., "The High School Competitive Program," The Athletic Journal, 31:7-28, March, 1951.

Other Sources

- Davis, Herbert, "Status of Coaches in the Seattle Public Schools." Unpublished Master's thesis, The University of Washington, Seattle, Washington, 1938. 110 pp.
- Day, Kenneth, "A Summary of a Questionnaire." Unpublished Research Paper, Toppenish High School, Toppenish, Washington, 1951. 1 p.
- Vinson, William, "A Survey of the Washington State High School Coaches." Unpublished Research Paper, Seattle, Washington, 1949-1950. 9 pp.
- Wilson, Frank M., "The Status of Athletic Coaches and Coaching in Secondary Schools of the New Mexico Athletic Association." Unpublished Master's thesis, The University of New Mexico, New Mexico, 1938. 121 pp.

APPENDIX

APPENDIX A
QUESTIONNAIRE

QUESTIONNAIRE

Toppenish, Washington, November 1, 1951

A SURVEY OF THE STATUS OF THE ATHLETIC COACH OF PUBLIC SECONDARY SCHOOLS
IN YAKIMA VALLEY.

This questionnaire was prepared by Phil Mirosh, a student at Central Washington College of Education, in partial fulfillment for a Master's degree. The information requested in the following pages is to be used to attempt to determine the status of athletic coaches in Yakima Valley. The Athletic Coaches are asked to cooperate in this study to discover the administrative responsibility, academic training, and tenure of athletic coaches in the public secondary schools in the Yakima Valley. All data, which you will furnish, will be treated confidentially.

DIRECTIONS: Kindly fill out the form as accurately and completely as possible and return it in the enclosed envelope. Please read the questionnaire carefully before completing it.

If a summary of this investigation is desired, please check: Yes ___ No ___

A. GENERAL

1. Do not give name of person or school completing this questionnaire.

2. Check the position held:

- | | |
|--|--|
| <input type="checkbox"/> a. Head coach of football | <input type="checkbox"/> g. Assistant coach of football |
| <input type="checkbox"/> b. Head coach of basketball | <input type="checkbox"/> h. Assistant coach of basket-
ball |
| <input type="checkbox"/> c. Head coach of track and
field | <input type="checkbox"/> i. Assistant coach of baseball |
| <input type="checkbox"/> d. Head coach of baseball | <input type="checkbox"/> j. Assistant coach of track |
| <input type="checkbox"/> e. Head coach of boxing | <input type="checkbox"/> k. Assistant coach of boxing |
| <input type="checkbox"/> f. Head coach of tennis | <input type="checkbox"/> l. Assistant coach of tennis |

* "B" squad coaches should be designated as assistants in this question-
aire.

B. ADMINISTRATIVE RESPONSIBILITIES, DUTIES, AND SALARIES OF AN ATHLETIC COACH

1. Do you have the responsibility for purchasing (a) all _____
(b) part _____ (c) none _____ of your athletic supplies and equipment?
2. Do you assist in the preparation of the athletic budget? Yes _____
No _____
3. Teaching Load

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1.					
2.					
3.					
4.					
5.					
6.					
7.					

4. What is your salary for teaching? (base pay) _____
5. Are you on the (a) teacher salary schedule _____ (b) or
administrative salary? _____
6. What amount are you paid for athletic coaching? (Please indicate
the amount and the sport coached) (a) _____ (b) _____
(c) _____ (d) _____

C. ACADEMIC TRAINING

1. What academic department do you teach? (e.g., P.E., Social
Studies, etc.) _____
2. Are you a graduate of a four year college or University? Yes ___ No ___
a. If so, give the name of institution _____

b. Check the degree, and/or certificate: B.A. _____ M.A. _____

Five year certificate _____ General Certificate _____

Qualifying certificate _____

c. If not a graduate, how many years have you attended college or University?

d. Give name of institution _____

3. Please indicate by title, (e.g., P.E., Social Science, etc.)

(a) Undergraduate majors _____ (b) Under-

graduate minors _____ (c) Graduate majors

_____ (d) Graduate minors _____

4. List the coaching course in college that has been most beneficial to you _____

5. List the courses in college which has proven the least beneficial to you

6. Other suggestions _____

D. THE TENURE OF COACHES

1. Do you feel that your community would support your program if you had several losing ball clubs or poor seasons? Yes ___ No ___

2. Have you changed coaching assignments in your present school system because of pressure groups? Yes ___ No ___

3. How many years have you been engaged in coaching in your present school system _____?

4. Indicate if possible the reason why your predecessor discontinued his work. _____

5. Give the number of contests won, lost or tied according to sport for the last three years. (For head coaches only) List only the contests you have coached in your present position.

SPORT	NUMBER OF CONTESTS	WON	LOST	TIED
A.				
B.				
C.				
D.				

6. Indicate by check the sources of pressure placed on winning contests.

SOURCE	GREAT	MODERATE	LITTLE OR NONE
a. Principal's Office			
b. Faculty			
c. Alumni			
d. Student Body			
e. Community			
f. Superintendent's Office			
g. School Board			
h. Others (write in names)			

7. Are these pressures growing_____ or diminishing_____ in intensity?

APPENDIX B

A COPY OF THE TEXT OF THE DOUBLE POST CARD SENT
OUT TO THE CLASS "A" HIGH SCHOOL PRINCIPALS
IN THE YAKIMA VALLEY

413 Maple Court
 Toppenish, Washington

Dear Sir:

A survey of the status of the athletic coach of public secondary schools in Yakima Valley will be conducted in the near future in an effort to identify certain weaknesses and improve the coaching profession. Please indicate your willingness to co-operate by furnishing the information on the enclosed card.

Sincerely yours,

Please designate your "B" squad coaches as assistants.

Head coach of football _____
 Assistant coaches
 of football _____

Head coach of basket-
 ball _____
 Assistant coaches
 of basketball _____

Head coach of Track _____
 Assistant coach
 of track _____

Head coach of baseball _____
 Assistant coach
 of baseball _____

Head coach of tennis _____
 Assistant coach
 of tennis _____

Head coach of boxing _____
 Assistant coach
 of boxing _____

Sincerely yours,