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A Survey of Existing Interscholastic Athletic Training Rules in the Yakima Valley High Schools

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A SURVEY OF EXISTING INTERSCHOLASTIC
ATHLETIC TRAINING RULES
IN THE YAKIMA VALLEY HIGH SCHOOLS


A Thesis

Presented to
the Graduate Faculty
Central Washington College of Education

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

by
Jack Raymond Driver
August 1960

A SURVEY OF EXISTING INTERSCHOLASTIC
ATHLETIC TRAINING UNITS
IN THE YAKIMA VALLEY HIGH SCHOOLS

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August 1960

APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

INTRODUCTION, DEFINITIONS OF TERMS, AND PROCEDURE

I. INTRODUCTION

Athletic coaches receive a considerable amount of criticism for being negligent in effectively influencing athletes to adhere to principal practices of training--namely, no smoking, drinking, or late hours. It was the purpose of this study to examine present practices in establishing and enforcing training rules in the Yakima Valley High Schools and to determine whether a need exists for a consistent approach to training received during the athletic season. Questions concerning training rules included the following:

1. Do coaches have conflicting views about training rules?
2. Are the rules the same for each sport?
3. Should the present rules be modified?
4. Do these rules serve a common purpose?
5. Can the training rules be unified so as to establish common basic practices?

In evaluating current practices, consideration should be given to basic desires for adventure, achievement, recognition, group membership, and the status of those participating.

It is not surprising that the high school athlete influences the thoughts and ideals of a substantial number of fellow students; therefore, we must direct this leader to a desirable path. A consistent training program in athletics could do much toward accomplishing this.

The writer, as a coach for several years, had a keen interest in making a study of the training rules and their effect on athletes, both prospective and current. If training rules as received in athletics are to be meaningful, they should serve a common purpose consistent with the practices of all who endeavor to preserve the discipline and training that constitutes wholesome growth through this medium. Therefore, this study explored present practices in training through competitive athletics.

Because very little has been written about this area of training, this study will only scratch the surface in revealing the implications affiliated with this phase of athletics.

II. DEFINITIONS OF TERMS

Athlete. An athlete is one who participates in interscholastic competitive contests such as basketball, football, baseball, or track.

Athletics. This is a system of training for athletic sports.

Competition or competitive athletics. This is defined as a contest between rivals.

Inconsistencies. This term includes anything that is inharmonious, contradictory, or a discrepancy; a lack of continuity of belief or purpose.

Major sports. In this study only, this will refer to the sports common to the majority of the Yakima Valley High Schools, namely--basketball, football, baseball, and track.

This study. Refers to this thesis in its entirety, consisting of the returned questionnaire from twenty-nine reporting school officials.

III. PROCEDURE

This study was conducted through the use of a questionnaire because the scope, time element, and expense seemed most effectively met by this method. The questionnaire was directed to the principals and head coach or athletic director of the high schools representative of competitive athletic leagues in the Yakima Valley. The reason for submitting the questionnaire to principals rather than to superintendents was that their contact with this facet of education is somewhat closer. The reason for directing the questionnaire to coaches or athletic directors was that they determine the training rules, frequently an embodiment of their philosophy.

The secondary schools selected for this study included Grandview, Granger, Highland, Mabton, East Valley, Naches, Selah, Sunnyside, Toppenish, Wapato, West Valley, White Swan, Davis, Eisenhower, Zillah, Marquette, Central Catholic, Ellensburg, Kittitas, Thorp, Cle Elum, Kiona-Benton, Goldendale, Richland, Kennewick, Pasco, Prosser, River View, and Bickleton.

These twenty-nine schools were selected because they compete with one another, in the various leagues of the Yakima Valley. The sample seemed adequately inclusive.

The names and addresses of the school officials to which the questionnaire was directed were procured from a directory compiled and printed by staff members of the county superintendent's office in Yakima.

The questionnaire was first mailed to the principals of the selected schools on May 7, 1960. A letter of explanation and a stamped self-addressed envelope for return was

also included with the questionnaire. The same questionnaire was sent to the athletic director or head coach one week later on May 14, 1960. The reason for sending the questionnaires a week apart was to discourage collaboration. The reason for sending the questionnaire out at such a late date during the school year was to facilitate the current school year as a basis for giving fair consideration to the spring sports as well as the fall and winter sports.

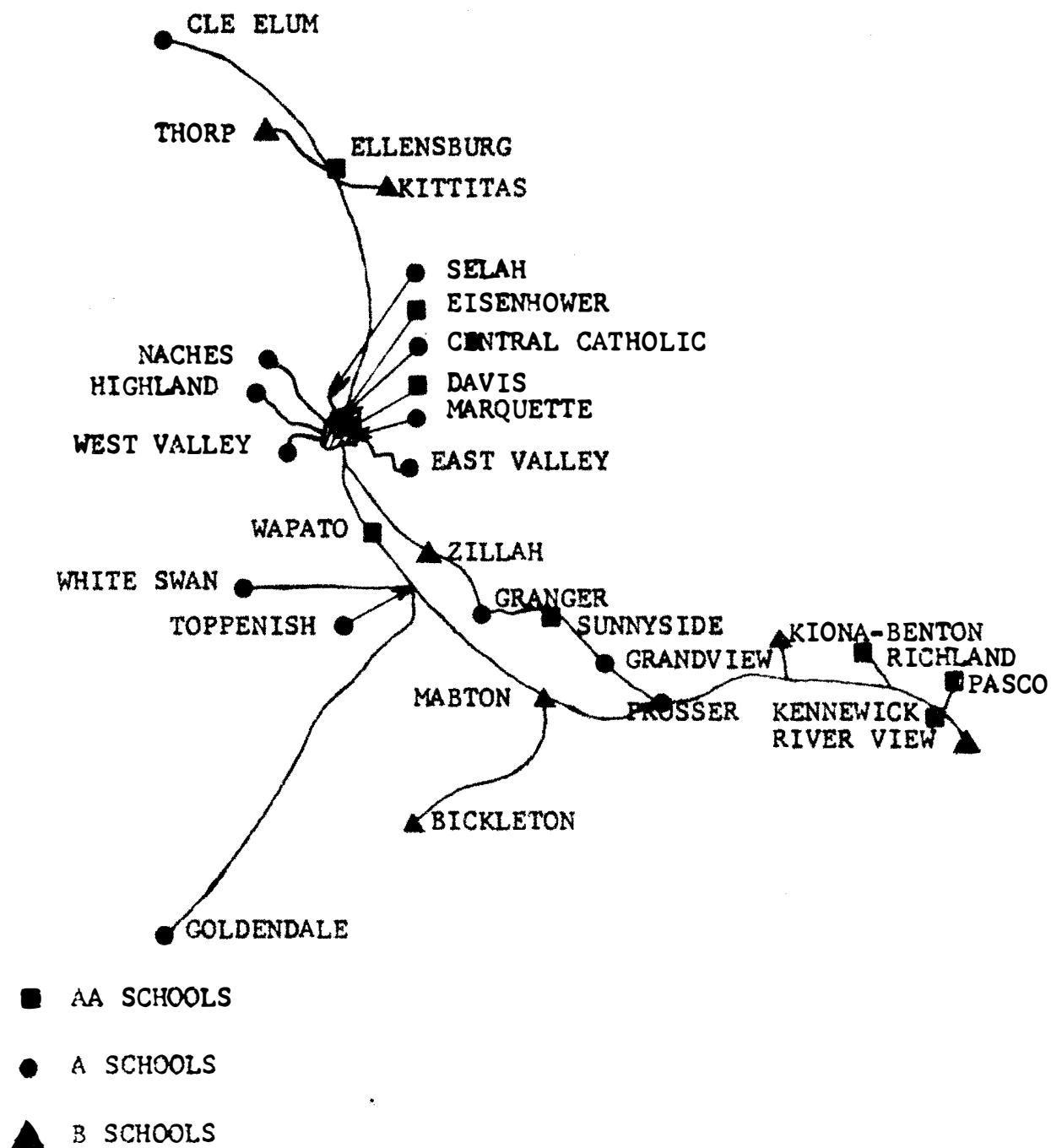
A copy of both the questionnaire and the letter of explanation are included in Appendix A.

The questionnaire as used here is a type of normative study. The practical use of data gathered by this method can be effective in the solving of problems, according to Good, Barr, and Scates.

The data coming directly from the field, represent field conditions: they tend to be practical because they grow out of practical situations: and they generally answer the questions of the man in the field because they are likely to be cast in the terms in which he thinks (2:291).

Though the questionnaire may be accepted as a reliable medium analyzing data, it is very difficult, if not impossible, to establish accuracy, as opinions are always individual expressions of attitude. However, the questionnaire, with its possible shortcomings does reveal certain implications, which will be discussed in Chapter III.

FIGURE I
GEOGRAPHICAL VIEW OF SCHOOLS
PARTICIPATING IN THIS STUDY



CHAPTER II

REVIEW OF LITERATURE

The problems relative to training rules are many and varied, but only a brief summary of the work on problems very closely related to the one at hand will be given.

Training rules are well established in some localities, but vary: a boy in one school may participate in athletics if he uses tobacco while in another he is ineligible if he uses it. The length of time of ineligibility also differs from locality to locality.

In the conduct of any well organized program of activities, there must be generally accepted rules or regulations. Training rules fall into this category. Wagenhorst discusses the subject as follows (5:43-4):

If high school athletic teams are to contest on a basis of equality, it is necessary above all other considerations to hold the players of the contesting teams to the same standards in regard to their amateur standing, enrollment requirements, scholarship, age, duration of eligibility, residence and character. While the playing field or gymnasium, the sportsmanship and the courtesy of the home team, and the justice of the officials are also very important factors, yet in the final analysis it was, almost without exception, the lack of uniformity in eligibility standards that impelled high school principals to attempt a remedy which resulted in state-wide organizations for setting up uniform standards and the machinery to enforce them. As it is, there is still great disparity in eligibility standards between states.

According to the National Federation of State High School Athletic Associations,

We must have these athletic regulations if the future of athletics is to be secure. We can not let the athletics in high school get out of line or we will have a situation that would embarrass the people in the field of education (4:4).

In a study of Training and Eligibility Rules embracing the states and provinces of the United States and Canada, Edlund relates:

In the last twenty years, the eligibility and training rules have become much more severe, and the tendency is for the rules to become much stronger. The growth of the state athletic associations has had a tremendous effect on the regulations. In the states where the state athletic associations are strong, the rules are more severe than in states where the local school or conferences make and enforce eligibility and training rules. If the present trend continues, all the states and provinces will have strong state organizations and all of the states will belong to the National Federation of State High School Athletic Associations. With all of the states belonging to this organization, the rules concerning eligibility and training will become more severe and the punishment for breaking these rules will be standardized from state to state. A strong national organization is needed to keep the high school athletic program from getting out of hand and becoming a detriment rather than an asset to education (1:46).

No matter how strong the rule is on the state or national level, unless local authorities enforce the regulation it is worthless. No state or national group could possibly enforce such regulations as it would cost too much. The problem of training lies with local administrations. The state and national organizations might help by making the punishments standardized, but that is as far as they can go.

Holman reports (3:76):

Sixty-seven per cent of the coaches were in favor of a school policy concerning discipline to be drawn up by the administration and faculty. The coaches with the most years of experience, those teaching the most classes, and those with higher degrees or doing advanced work were the coaches that stressed training rules more than did the other coaches. The majority of coaches and team members felt that they should train all year not just for one sport. Therefore training was not for the sport but for the betterment of the whole individual.

Just what these regulations should be is the problem facing many educators. Whatever controls are attempted enforcement will still largely remain a challenge for local authorities.

CHAPTER III

THE COLLECTION AND ANALYSIS OF DATA

The survey data in this study were gathered from twenty-nine high schools situated in or adjacent to the Yakima Valley. Copies of the questionnaire were returned or gathered from all twenty-nine of these schools. A number of phone calls and personal visits were necessary to get one-hundred per cent return from both principals and coaches.

The information or answers to the questionnaires were divided into three groups. Those schools with enrollments of 199 or less were listed as class B schools. The second group or class A had 200-599 enrollment. The third group was listed as class AA schools, those of 600 or more. The largest had an enrollment of 1,230 students in a three-year high school. Because eleven of the twenty-nine high schools were three-year high schools, a method of equalization for classification purposes was necessary. The three-year high school enrollment was multiplied by four-thirds in order to classify them as A or AA. The median for high schools in B classification was 135, for high schools in A classification 318, and for high schools in AA classification, 808.

Table I lists the number of high schools in each classification and shows the number of three-year and four-year high schools. Forty-eight per cent of the total high schools were class A schools, 28 per cent were class AA schools, and 24 per cent were class B schools. The table also shows that none of the class B schools were three-year high schools and that all the class AA schools were three-year high schools. Twenty-one per cent of the class A schools were three-year schools; 38 per cent of all the schools in this

study were three-year high schools. This data show that the three-year high school appears much more frequently in the larger high school.

TABLE I
THREE-YEAR AND FOUR-YEAR SCHOOLS
BY CLASSIFICATION

Classification	Number	Three-year	Four-year
Class B	7	0	7
Class A	14	3	11
Class AA	<u>8</u>	<u>8</u>	<u>0</u>
Total	29	11	18

I. ARE TRAINING RULES A PROBLEM?

The breaking of training rules was considered by 62 per cent of the coaches to be a problem, not considered a problem by 31 per cent, and 7 per cent were "noncommittal." Forty-one per cent of the principals reported training rules adherence to be a problem, 41 per cent did not think it was, 10 per cent did not answer, 4 per cent said "sometimes" and 4 per cent said "not until this spring." Table II shows that the class AA school had the greatest training rule problem. Sixty-nine per cent of the class AA schools had difficulty as did 50 per cent of class B schools, and 50 per cent of class A schools. The table further shows that coaches experience the existence of the problem more than does the principal.

TABLE II
IS THE BREAKING OF TRAINING RULES
A PROBLEM IN YOUR SCHOOL?

Classifi- cation	Yes	No	No Answer	Noncommit- tal	Not until this Spring	Some- times
PRINCIPALS' RESPONSE						
Class B	3	4	0	0	0	0
Class A	4	6	2	0	1	1
Class AA	<u>5</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
total	12	12	3	0	1	1
COACHES' RESPONSE						
Class B	4	3	0	0	0	0
Class A	8	4	0	2	0	0
Class AA	<u>6</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
total	18	9	0	2	0	0

II. RULES MOST FREQUENTLY BROKEN

The coaches and principals very closely agree on the frequency with which training rules were broken. Twenty-four principals and 23 coaches felt the late hours rule had greatest frequency. Two principals reported that late hours was the rule least broken; 2 coaches shared this view. Twenty-one principals and 19 coaches listed smoking as the rule with greatest frequency. One principal and 3 coaches felt smoking was the rule least broken. Twenty-one principals reported insubordination was the least broken; 22 coaches agreed. None of the principals listed insubordination as the rule

with greatest frequency; one coach did so list it. Sixteen principals listed skipping practice as a rule least broken, as did 15 coaches. One principal viewed skipping practice as a rule most frequently broken. Four coaches also listed it under greatest frequency. Thirteen principals reported drinking as a rule least broken; 14 coaches also did so. Five principals listed drinking as the rule with the greatest frequency, as did 5 coaches. One principal viewed cars and girls as a rule most frequently broken. One principal listed swearing as the rule with greatest frequency. One principal reported poor attitude as a rule least broken. One coach listed team morale as a rule broken most frequently; one coach viewed improper eating habits as a rule most frequently broken.

Table III shows that all three segments (class B, class A, and class AA) strongly agree on the frequency of rules broken. The returns clearly indicated that the late hours rule was the most often broken, with the smoking rule second in occurrence. The rules least frequently broken were listed in order as insubordination, skipping practice, and drinking.

TABLE III
TRAINING RULES BROKEN AS TO FREQUENCY

Classification	Greatest	Least	Greatest	Least
PRINCIPALS' RESPONSE			COACHES' RESPONSE	
<u>SMOKING</u>				
Class B	6	0	5	0
Class A	10	1	9	3
Class AA	<u>5</u>	<u>1</u>	<u>5</u>	<u>0</u>
Total	21	1	19	3
<u>DRINKING</u>				
Class B	1	5	2	4
Class A	3	7	0	9
Class AA	<u>1</u>	<u>1</u>	<u>3</u>	<u>1</u>
Total	5	13	5	14
<u>LATE HOURS</u>				
Class B	5	1	6	0
Class A	13	1	13	1
Class AA	<u>6</u>	<u>0</u>	<u>6</u>	<u>0</u>
Total	24	2	25	1
<u>SKIPPING PRACTICE</u>				
Class B	1	5	2	2
Class A	0	6	2	8
Class AA	<u>0</u>	<u>5</u>	<u>0</u>	<u>5</u>
Total	1	16	4	15

TABLE III (continued)

Classification	Greatest Least		Greatest Least	
PRINCIPALS' RESPONSE			COACHES' RESPONSE	
<u>INSUBORDINATION</u>				
Class B	0	6	0	5
Class A	0	11	1	12
Class AA	<u>0</u>	<u>4</u>	<u>0</u>	<u>5</u>
Total	0	21	1	22
<u>CARS AND GIRLS</u>				
Class B	0	0	0	0
Class A	0	0	0	0
Class AA	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Total	0	0	1	0
<u>POOR ATTITUDE</u>				
Class B	0	0	0	0
Class A	0	1	0	0
Class AA	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	0	1	0	0
<u>SWEARING</u>				
Class B	0	0	0	0
Class A	1	0	0	0
Class AA	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	1	0	0	0

TABLE III (continued)

Classification	Greatest	Least	Greatest	Least
PRINCIPALS' RESPONSE		COACHES' RESPONSE		
	<u>TEAM MORALE</u>			
Class B	0	0	0	0
Class A	0	0	0	0
Class AA	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Total	0	0	1	0
	<u>IMPROPER EATING HABITS</u>			
Class B	0	0	0	0
Class A	0	0	1	0
Class AA	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	0	0	1	0

III. GREATEST VIOLATION--WHEN?

The sport season having the greatest violation incidence was spring. Fifty-two per cent of the principals and 55 per cent of the coaches so listed it. Seventeen per cent of the principals reported winter as having greatest violation incidence; 21 per cent of the coaches shared this view. Fourteen per cent of the principals picked fall, and 17 per cent of the coaches supported this view. Ten per cent of the principals were noncommittal as to which season had the greatest incidence, as were 7 per cent of the coaches. Seven per cent of the principals reported some violation in all sports. Table IV shows

the violation incidence for fall and winter seasons to be about equal. One of the class B schools reported no fall participation in an organized sport, size being the prohibitive factor.

TABLE IV
SEASON OF GREATEST VIOLATION INCIDENCE

Classification	Spring	Winter	Fall	Noncommittal	Some in all sports
<u>PRINCIPALS' RESPONSE</u>					
Class B	3	2	0	0	2
Class A	8	0	3	3	0
Class AA	<u>4</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>
Total	15	5	4	3	2
<u>COACHES' RESPONSE</u>					
Class B	4	4	2	0	0
Class A	6	1	0	2	1
Class AA	<u>6</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>0</u>
Total	16	6	5	2	1

IV. TRAINING RULE LIKENESS--PER SPORT

Similarity of the training rules for each of the sports show agreement between principal and coach. Sixty-nine per cent of the principals reported that the same rules apply to all sports, 72 per cent of the coaches agreed. Twenty-eight per cent of the principals and 28 per cent of the coaches

felt that the rules were not the same for all sports in their school. Three per cent of the principals were noncommittal. The reasons given for rules not being the same in each sport were as follows: the coaches had differing philosophies or ideas and the rules were up to the individual coach. Table V shows that, for the most part, training rules are intended to be the same for all sports.

TABLE V
DO THE SAME TRAINING RULES APPLY FOR
ALL MAJOR SPORTS IN YOUR SCHOOL?

Classification	Yes	No	Noncommittal
<u>PRINCIPALS' RESPONSE</u>			
Class B	7	0	0
Class A	8	5	1
Class AA	<u>5</u>	<u>3</u>	<u>0</u>
Total	20	8	1
<u>COACHES' RESPONSE</u>			
Class B	7	0	0
Class A	8	6	0
Class AA	<u>6</u>	<u>2</u>	<u>0</u>
Total	21	8	0

V. WHAT RULES ARE BROKEN AND BY WHOM?

Sixty-nine per cent of the principals had no valid way of determining which rules were broken and by whom, 83 per

cent of the coaches reported that they had no valid way. Twenty-one per cent of the principals and 17 per cent of the coaches felt they had a valid way. Three per cent of the principals did not answer; 7 per cent of the principals were noncommittal. The valid ways were listed as observation and direct question and answer to the individual accused or suspected; one return listed athletic code as a valid way. The table shows that most principals and coaches had no valid way for determining what rules were broken and by whom.

TABLE VI

DO YOU HAVE A VALID WAY FOR DETERMINING
WHAT RULES ARE BROKEN AND BY WHOM?

Classification	Yes	No	Noncommittal	Did not answer
<u>PRINCIPALS' RESPONSE</u>				
Class B	1	5	0	1
Class A	4	9	1	0
Class AA	<u>1</u>	<u>6</u>	<u>1</u>	<u>0</u>
Total	6	20	2	1
<u>COACHES' RESPONSE</u>				
Class B	2	5	0	0
Class A	1	13	0	0
Class AA	<u>2</u>	<u>6</u>	<u>0</u>	<u>0</u>
Total	5	24	0	0

VI. TRAINING RULE POLICY

Principals and coaches agree that the breaking of training rules should not be permitted. Twenty-five principals and an equal number of coaches listed smoking as not permitted. Twenty-six principals named drinking as not permitted. The coaches responded with the same number not permitting drinking. Nineteen principals viewed late hours as not permitted; a like number of coaches agreed. Eight principals and seven coaches reported late hours as being permitted. Several comments from each segment indicated the following reasons for permitting late hours: depends on the reason, on week-ends, some, reasonable, special occasions, and school functions. Twenty-three principals listed skipping practice as not permitted; twenty-two coaches shared this view. Twenty-five principals reported insubordination as not permitted, and 22 coaches agreed.

One coach listed smoking as not permitted in public, and one principal reported they had no policy regarding smoking. Five principals listed conferences as their policy for dealing with smokers; four coaches used the same technique. Seven principals and a like number of coaches agreed that an athlete should be dropped on his first offense for smoking. Three principals listed smokers as being dropped on their second offense; four coaches expressed the same policy. Eleven principals and a like number of coaches agreed that for drinking an athlete should be dropped on his first offense, two principals and two coaches felt that a conference was in order, while none of the principals or none of the coaches permitted a second chance.

Regarding late hours, 1 principal and 1 coach suggested that the athlete be dropped on his first offense, 9 principals and 6 coaches felt that he should be dropped on his second offense, and 6 principals and 7 coaches listed the conference as a policy for dealing with the late hour offenders.

Four principals and 3 coaches agreed that violators of skipping practice should be dropped on first offense, while 9 principals and 12 coaches reported the policy of dropping the athlete on his second offense. Seven principals and 5 coaches listed conference as their policy on skippers, 1 coach had no policy for handling skipping practice, and 1 principal and 2 coaches reported that athletes were benched a game for skipping practice.

Eight principals and 7 coaches were of the opinion that athletes guilty of insubordination should be dropped on their first offense, 6 principals and 7 coaches listed their policy as a conference with the offender, and 1 principal and 5 coaches felt the athlete should be dropped on his second offense. One principal reported they had no policy on cars and girls. One coach listed team morale as an offense handled by conference and dropped on second commitment. One principal indicated that their athletes were always counseled, not dropped.

Table VII shows that the breaking of training rules was not permitted; however, when they are broken the treatment or the punishment varies widely. The inconsistency of policy practices as to punishment when rules are broken focuses attention on the need for a more universal policy. Flexibility of policy practice does not give the athlete the firm direction he needs.

TABLE VII
WHAT IS YOUR POLICY?

Classifi- cation	Per- mitted	Not per- mitted	Not in public	No policy	Confer- ence	Dropped off 1st 2nd	
---------------------	----------------	--------------------	------------------	--------------	-----------------	---------------------------	--

PRINCIPALS' RESPONSE

SMOKING

Class B	0	6	0	0	3	1	1
Class A	0	11	0	1	1	4	1
Class AA	<u>0</u>	<u>8</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>1</u>
Total	0	25	1	1	5	7	3

DRINKING

Class B	0	6	0	0	0	3	0
Class A	0	12	0	1	2	6	0
Class AA	<u>0</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>
Total	0	26	0	1	2	11	0

LATE HOURS

Class B	1	4	0	0	3	0	2
Class A	7	7	0	1	3	1	5
Class AA	<u>0</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total	8	19	0	1	6	1	9

SKIPPING PRACTICE

Class B	0	5	0	0	3	0	2
Class A	0	11	0	0	3	3	5
Class AA	<u>0</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>
Total	0	23	0	0	7	4	9

TABLE VII (continued)

Classifi- cation	Per- mitted	Not per- mitted	Not in public	No policy	Confer- ence	Dropped off	
						1st	2nd

INSUBORDINATION

Class B	0	6	0	0	1	2	1
Class A	0	12	0	0	4	5	0
Class AA	<u>0</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>
Total	0	25	0	0	6	8	2

CARS AND GIRLS

Class B	0	0	0	0	0	0	0
Class A	0	0	0	0	0	0	0
Class AA	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	0	0	0	1	0	0	0

COACHES' RESPONSE

SMOKING

Class B	0	7	0	0	1	2	1
Class A	0	12	0	0	3	4	3
Class AA	<u>0</u>	<u>6</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Total	0	25	1	0	4	7	4

DRINKING

Class B	0	7	0	0	0	3	0
Class A	0	12	0	0	2	7	0
Class AA	<u>0</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Total	0	26	0	0	2	11	0

TABLE VII (continued)

Classifi- cation	Per- mitted	Not per- mitted	Not in public	No policy	Confer- ence	Dropped off 1st 2nd	
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LATE HOURS

Class B	3	5	0	0	2	0	3
Class A	3	8	0	0	5	1	2
Class AA	<u>1</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Total	7	19	0	0	7	1	6

SKIPPING PRACTICE

Class B	0	7	0	0	1	1	4
Class A	0	9	0	1	3	2	7
Class AA	<u>0</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
Total	0	22	0	1	5	3	12

INSUBORDINATION

Class B	0	7	0	0	2	3	1
Class A	0	9	0	0	4	4	3
Class AA	<u>0</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
Total	0	22	0	0	7	7	5

TEAM MORALE

Class B	0	0	0	0	0	0	0
Class A	0	0	0	0	0	0	0
Class AA	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
Total	0	0	0	0	1	0	1

VII. ARE TRAINING RULES REALISTIC,
WORKABLE, ENFORCEABLE, STRICT ENOUGH?

The principals and coaches were undecided or noncommittal in their views as to training rules being enforceable and strict enough. They were generally agreed that training rules were realistic as well as workable. Seventy-five per cent of the principals and 83 per cent of the coaches felt the rules were realistic, 3 per cent of the principals and coaches alike did not think they were, while 22 per cent of the principals and 14 per cent of the coaches were noncommittal. Fifty-nine per cent of the principals reported that their training rules were workable, and 69 per cent of the coaches were of the same opinion. Three per cent of the principals and coaches viewed their rules as not being workable, and 38 per cent of the principals and 28 per cent of the coaches were noncommittal. Forty-one per cent of the principals felt their training rules were enforceable, while 62 per cent of the coaches reported that the rules were enforceable. Eleven per cent of the principals and 7 per cent of the coaches listed the rules as not enforceable; 48 per cent of the principals and 31 per cent of the coaches were noncommittal. Forty-eight per cent of the principals and 52 per cent of the coaches listed their training rules as strict enough, 21 per cent of the principals and 17 per cent of the coaches did not think they were strict enough, and 31 per cent of both principals and coaches were noncommittal. Table VIII shows that there is some support in favor of more strictness and greater enforcement of the rules.

TABLE VIII
ARE RULES REALISTIC, WORKABLE,
ENFORCEABLE, STRICT ENOUGH?

Classification	Yes	No	Noncommittal
<u>PRINCIPALS' RESPONSE</u>			
<u>REALISTIC</u>			
Class B	4	0	3
Class A	12	0	2
Class AA	<u>6</u>	<u>1</u>	<u>1</u>
Total	22	1	6
<u>WORKABLE</u>			
Class B	4	0	3
Class A	10	0	4
Class AA	<u>3</u>	<u>1</u>	<u>4</u>
Total	<u>17</u>	<u>1</u>	<u>11</u>
<u>ENFORCEABLE</u>			
Class B	3	1	3
Class A	5	1	8
Class AA	<u>4</u>	<u>1</u>	<u>3</u>
Total	12	3	14
<u>STRICT ENOUGH</u>			
Class B	4	1	2
Class A	7	3	4
Class AA	<u>3</u>	<u>2</u>	<u>2</u>
Total	14	6	9

TABLE VIII (continued)

Classification	Yes	No	Noncommittal
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COACHES' RESPONSE

REALISTIC

Class B	6	0	1
Class A	12	1	1
Class AA	<u>6</u>	<u>1</u>	<u>4</u>
Total	24	1	4

WORKABLE

Class B	5	0	2
Class A	10	1	3
Class AA	<u>5</u>	<u>0</u>	<u>3</u>
Total	20	1	8

ENFORCEABLE

Class B	5	0	2
Class A	9	2	3
Class AA	<u>4</u>	<u>0</u>	<u>4</u>
Total	18	2	9

STRICT ENOUGH

Class B	4	0	3
Class A	8	3	3
Class AA	<u>3</u>	<u>2</u>	<u>3</u>
Total	15	5	9

VIII. TRAINING--WHOSE RESPONSIBILITY?

Principals and coaches agree that training rules enforcement is the number one responsibility of the coach, with 17 principals and 21 coaches listing the responsibility as such. Five principals and 9 coaches listed the responsibility as lying with the athlete. Six principals and 7 coaches reported that the responsibility was jointly that of the coach, the athlete, and the parent. Two principals and 3 coaches felt that the responsibility was the parents', and 2 principals and 2 coaches viewed the responsibility as that of the coach and administration.

Table IX shows that the responsibility is predominantly the coaches'. Therefore, it will be largely a matter for coaches (local, state, and national) to get together and agree on what this responsibility will be. Coaches also need to agree on how they will handle problems pertaining to training rule enforcement. The coaches must recognize that though other segments may help in the enforcement of training rules, it still remains their responsibility to initiate the desired action, expected conduct, and to recognize the control limitations.

TABLE IX
TRAINING RULE ENFORCEMENT--
WHOSE RESPONSIBILITY?

Classification	Coach	Athlete	Parents	Coach and adminis- tration	Jointly
PRINCIPALS' RESPONSE					
Class B	4	1	0	0	0
Class A	9	2	1	1	2
Class AA	<u>4</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>4</u>
Total	17	5	2	2	6
COACHES' RESPONSE					
Class B	6	4	2	1	2
Class A	12	4	1	0	2
Class AA	<u>3</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>3</u>
Total	21	9	3	2	7

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

Forty-eight per cent of the high schools in this study were class A schools, as shown by Table I, while 28 per cent were class AA, and 24 per cent were class B. The table further shows that all class AA high schools were three-year high schools, 21 per cent of class A schools were three-year high schools, and none of the class B schools were three-year high schools. The high schools having the largest enrollment were three-year high schools.

Table II shows that class AA high schools experienced training rule problems more than either class A or class B schools. This could be the result of a greater number of participants or a greater awareness of the existence of problems. The table also shows that the coach was aware of the existence of training rule problems more than was the principal.

Late hours and smoking were the two rules most frequently broken, while insubordination, skipping practice, and drinking were the least frequently broken. The three segments of classification as well as both principal and coach strongly agree with this.

The majority of the schools intend training rules to be the same for all major sports. Reasons given for their not being the same were that coaches had different ideas or philosophies and that the rules were up to the individual coaches.

Most principals and coaches had no valid way for determining what rules were broken and by whom. Those who had valid ways listed them as follows: observation, questioning directly the individual accused or suspected, and one return

listed athletic code as a valid way.

Breaking training rules is not permitted; however, when they are broken, the procedure for handling the infraction varies widely. The need for a more universal policy is evidenced by the inconsistency of action taken when violation of training rules are experienced.

Since many principals and coaches were noncommittal regarding strictness and enforceability of rules, the rules might be modified or their basic purposes reviewed. Most principals and coaches were in agreement, however, that training rules were realistic and workable.

Table IX shows that the coach is believed to have major responsibility; therefore, coaches everywhere need to be in basic agreement on what these responsibilities will encompass and how enforcement will be managed. Coaches also must recognize that though other segments may help in ascertaining compliance with rules, it still remains their initial responsibility to communicate the desired action, expected conduct, and the realization of the control limitations.

II. RECOMMENDATIONS

It is recommended that coaches be consistent in their enforcing procedures because athletes need direction and need also to know what are the expected outcomes.

It is recommended that the coaches, athletic director, and administrator meet within their own school and set-up an athletic training rule policy. They should then record the policy in writing, making it known to all factions so that no doubts as to purpose or direction may be questioned by the athlete, parent, or any other interested persons.

It is further recommended that unified measures come first from within the school itself, then possibly branch out to unified practices within a league. With consistent practices observed within a league, the next branching out may

embrace the whole district, then the whole state. It is not likely in the near future, with as many ideas on training as there are coaches, that a common state wide practice or policy will come about.

It is recommended that policies should never be made when the problem occurs. Provision for dealing with violations should precede occurrence.

Because athletes feel that their greatest performance occurs when all abide by training rules, coaches and administrators should endeavor to maintain standards at a level that will make the athlete aware of his moral obligation (so vital to team feeling) and to the practice of good citizenship.

It is also recommended that the athlete should not be permitted to make the training rules, even though such motivation often brings about desired results. The rules should be the policy set forth by the coaches and administrators after a realistic study has so defined purposes and limitations, that policies may be defended readily.

It is further recommended that extremely clear cut lines should be set forth in these policies. Equality and consistency are keynotes to that fairness the policy is intended to foster.

Finally, it is recommended that further research be done in order to determine the feasibility of a course or courses at the college level to present coaches with a background in the formulation of policies relative to the enforcement of training rules.

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APPENDIX A

THE QUESTIONNAIRE AND ACCOMPANYING LETTER
MAILED MAY 7 AND MAY 14, 1960

Box 361
White Swan, Washington
May 14, 1960

Dear

I am making a survey of the competitive athletic training rules now in effect in the Yakima Valley High Schools. This will be research material for a Master's thesis.

The purpose of this survey is to attempt to evaluate and make recommendations for possible improvements of the training program.

I am sure you will agree that your help will add to the value of the athletic program.

I shall be very happy if you will give this enclosed questionnaire consideration. Please remit by May 27, 1960. Thank you.

Sincerely yours,

Jack R. Driver

 Please check here if a copy of the result of this survey is desired.

SURVEY OF ATHLETIC TRAINING RULES

Directions: Please fill out the questionnaire completely and accurately, returning it in the stamped, self-addressed envelope.

1. Current High School enrollment? _____
2. Three year of four year High School? _____3 year _____4
year
3. Do you consider the breaking of athletic training rules a problem in your school? _____yes _____no.
4. If rules are broken, which has greatest frequency?

	Greatest	Least
smoking	_____	_____
drinking	_____	_____
late hours	_____	_____
skipping practice	_____	_____
insubordination	_____	_____
list others		
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. If training rules are broken, which sport season has greatest violation incidence? _____Spring _____Winter _____Fall
6. Do the same training rules apply for all major sports in your school? _____yes _____no. Please comment, if answer is no.
7. Do you have a valid way for determining what rules are broken and by whom? _____yes _____no. If yes, please list:

8. What is your policy on:

	permitted	not permitted	not in public	no policy	conference	dropped 1st. offense	dropped 2nd. offense
smoking	___	___	___	___	___	___	___
drinking	___	___	___	___	___	___	___
late hours	___	___	___	___	___	___	___
skipping practice	___	___	___	___	___	___	___
insubordina- tion	___	___	___	___	___	___	___
list others	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___

yes no

9. Do you feel that your training rules are

realistic? ___

workable? ___

enforceable? ___

strict enough? ___

10. Is the responsibility for training rules enforcement
carried out by the coach? _____

the athlete? _____

the parents? _____

jointly? _____ If jointly, please comment.

11. Comments and Suggestions:

APPENDIX B

**A COMPILED LIST OF SUGGESTIONS AND COMMENTS TAKEN
FROM QUESTION ELEVEN ON THE QUESTIONNAIRE**

COMMENTS AND SUGGESTIONS TAKEN

FROM THE QUESTIONNAIRE¹

1. As far as smoking, late hours and drinking are concerned parents feel that it is strictly coaches responsibility. Perhaps coaches have adopted the policy as some claim that as long as my athletes are in condition to play and parents' don't care, why worry about training. This is poor philosophy but seems to hold true in many cases. Lets face it cars, girls and then anything left goes to athletics in high school nowadays.

2. If athletics were in their proper place schools would not need so many rules. It could be that the athletic programs are not realistic.

3. Helpful to have a standard policy through out the league. Problem would probably be enforcement or carrying them out.

4. My basketball boys were made responsible for enforcement of training rules and it worked quite satisfactorily.

5. I feel that athletics in the Yakima Valley take training rules too lightly. In traveling around this past year I have encountered students whom I considered to be the best athletes that I saw in the Valley both drinking and smoking. Very often I encountered a number of them out after they should have been in bed. They seem to have the attitude, here at least, that if they have nothing else to do they will turn out. I feel that more emphasis should be put on the training rules of coaches throughout the Valley.

6. I find the boys here like to play basketball so well they work hard to play. If caught smoking I bench them for the following game, or give them their choice of the game they wish to miss on the weekend. I have never seen any of the basketball players smoke, although I have heard from sources some do, but I feel as long as it is hid that good from me in this small community it is hid from the majority of the public. I figure a boy must be caught by the coach not by some report, or there will be trouble. Smoking is the biggest problem, drinking is not a problem, late hours might be, skipping practice no

¹No attempt has been made to correct or isolate English errors in the comments and suggestions.

trouble, but missing practice going to town with parents is, we lose a couple of boys from practice and our practice is hurting.

7. We have some parents that don't believe training rules are necessary. They feel as long as the student participates that is all that is necessary. We have quite a problem of smoking and drinking in this community.

8. This problem is becoming more difficult for the coach to deal. A problem well worth much effort by all administrators and coaches.

9. We have a coach and faculty committee that meets to listen to complaints and hearings if a student feels he has been dealt with unfairly.

10. We feel we could have a more concrete training program if it were backed by the school board.

11. I feel boys like to have certain guides in regard to training rules but it is impressed upon them that only they can enforce them and it is their responsibility more than that of the coach. I think too many rules are worse than none.

12. I feel that training rules are difficult to enforce but absolutely necessary. I do believe strict action is necessary in any event. Consistency of policy is extremely important.

13. If we suspend a boy for breaking training as a Sophomore or Junior, we do have a "Court of Appeals," that an athlete may appeal his case to, so that it would be possible for the athlete to compete his next year of school. This does not however apply to Seniors.

14. We have to face facts. You cannot follow all these boys around so you can't keep a constant check on them. There has to be some sort of trust. Some time parents will help but in many cases they do not. Its tough to pull a star athlete out of that sport but the line has to be drawn some place. One thing is important and that is if the coach does not smoke in front of his players. This is our policy and I think it helped along this line.

15. I do not believe we have a serious training problem. Each coach of sport is responsible for the rules and enforcement of such rules.

16. Coach and players make the rules for basketball, coach enforces.

17. Encourage team membership to assume stronger responsibility in training rules policies of enforcement. (A practice in good citizenship).

18. We are making a study of this problem and will come up with a policy which may differ from our present policy.

19. We send a letter to the parents each sport-season. In the letter are the training rules that the players are required to live by. We ask the parent to help us to see that the boy lives by these rules. We have had real good help from the parents. Also when the squad knows what training is about and how it helps, they check on each other.

20. Consistency is a lot of people's answer, but I think flexibility is more important. The less rules you set up, the less you have to enforce. There is a lot of hypocrisy in this old world and you'd probably be in jail right along with me if we'd have gotten caught.

21. In general the truth is, the coach sets up the rules and the kids break them. I would say that there is occasionally in this school a boy who will sacrifice his time and himself for the glory of sports. But mostly they are in it for the glorification to themselves and their parents, provided other things don't interfere.

22. Have had few problems under present philosophy, therefore contemplate no changes.

23. I feel that the Yakima Valley would rate very low as compared to some other areas of the state. I would be interested in your findings.

24. Our rules were intended to be realistic and workable. However, we find many of our rules are broken and we do have a hard time proving it. Our kids will not talk because they are afraid of hurting someone's feelings.

25. We feel that a few enforceable rules that kids believe in are best. Kids must control themselves if training rules are to be worth anything.

26. Ideal for athlete to enforce training rules. They have the closer contact with the boys, we are going to try this approach with the coach as the supervisory board.