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R. B. Frost

A STUDY OF THE PROFESSIONAL PREPARATION, COACHING,
AND TEACHING EXPERIENCE OF COACHES IN FIFTY
HIGH SCHOOLS IN NORTHEASTERN SOUTH DAKOTA

A Problem

Submitted to

the Faculty of South Dakota State College
of Agriculture and Mechanic Arts

In Partial Fulfillment
of the Requirements for the Degree
of Master of Science
(Plan B)

by

Warren E. Williamson

July 1954

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Section I

INTRODUCTION

The writer in preparing for coaching and teaching, and after being in the field three years, has become increasingly aware of the lack of specific information about the status of high-school coaches in South Dakota. Because of this interest in the coaching and teaching field this study was planned. It is hoped that specific information compiled in this report will be of value to coaches in the field, to young men planning to enter the field and to colleges preparing men for the coaching and teaching field.

Statement of the Problem. It was the purpose of this report to gather specific information relative to coaching and teaching in fifty high schools in northeastern South Dakota. The following seven objectives form the basis for obtaining this specific information and making this report:

- (1) To determine from what colleges coaches in this area have graduated and to show output of colleges preparing coaches
- (2) To determine the teaching and coaching loads of coaches in this area
- (3) To determine in which academic areas coaches are teaching
- (4) To determine if coaches are acquiring additional training and degrees and in what areas

- (5) To determine the experience and tenure situation of coaches in this area
- (6) To determine salary conditions among coaches and administrator-coach combinations in this area
- (7) To determine the amount of physical education required and taught in this area

Delimitation of the problem. The study being made in the form of a research problem and not that of a thesis brought about the first limiting factor. To limit the amount of material that would become available for such a problem a geographical area consisting of nine counties in northeastern South Dakota was selected. The nine counties selected were; Brookings, Clark, Coddington, Day, Deuel, Grant, Hamlin, Marshall, and Roberts. It was the opinion of the writer that a satisfactory picture of the status of coaches could be obtained by seeking information from high schools with enrollments of less than two-hundred pupils, the majority of South Dakota high schools having less than this number. On this basis the fifty high schools were selected.

Procedures. A similar study was made by John J. Martin, Athletic Director, Southern State Teachers College for the school year 1948-1949.¹ The use of the questionnaire proved quite successful for Mr. Martin in his gathering of data.

¹ John James Martin, A Survey of the Status of High School Athletic Coaches in the State of South Dakota. M. A. Thesis, University of Iowa, August, 1949.

The questionnaires were sent to two-hundred and eighty-five public high schools in South Dakota and two-hundred and two or seventy per cent were returned.

The first step taken was the development of a questionnaire.² This was done with the assistance of the problem adviser. The original questionnaire was presented to seven coaches for the purpose of examination, criticising, and the offering of suggestions. The original questionnaire plus a number of suggestions made by participants in the pilot study made up the final questionnaire.

A letter of transmission³ was then prepared and included with the completed questionnaire. This material was sent in October 1953, to fifty-three coaches in nine counties in northeastern South Dakota. To encourage a large number of returns, self-addressed return envelopes were included.

The last questionnaire was returned within four weeks making a return of fifty-three or one-hundred per cent of the questionnaires sent out. Replies to the questions and statements in nearly all cases were complete and showed careful thought in answering.

Upon receipt of all the questionnaires the results were tabulated and prepared for use in writing up the report.

² See Appendix C

³ See Appendix B

Section II

PROFESSIONAL PREPARATION FOR COACHING AND TEACHING

In this section the professional preparation or college background for coaching and teaching is reported. The term professional preparation is meant to include; undergraduate and graduate work completed, subject-matter fields prepared in, education classes completed in preparation for teaching, college or university attended, and the types of degrees held by the respondents. This material was supplied through a section of the questionnaire that dealt specifically with professional preparation.¹

Undergraduate College or University Attended. In Table I there is found a tabulation of the frequency distribution of undergraduate colleges or universities attended by the respondents.

Distribution of colleges and universities where undergraduate work was completed included nineteen schools in seven different states. Forty-three of the respondents had completed their undergraduate work in South Dakota Colleges. Other states represented were; four from schools in Minnesota, two from schools in Nebraska, and one each from schools in Iowa, Indiana, North Dakota, and Utah.

¹ See Appendix C

Table I

Frequency Distribution of Undergraduate Schools Attended
by Coaches Answering the Questionnaire

<u>School</u>	<u>Frequency</u>
Huron College	10
Northern State Teachers College	9
South Dakota State College	5
Black Hills State Teachers College	4
Augustana College	4
Sioux Falls College	3
General Beadle State Teachers College	3
Southern State Teachers College	2
Yankton College	2
University of Minnesota	2
Creighton University	1
Notre Dame University	1
Simpson College	1
Utah State College	1
Dakota Wesleyan University	1
Ellendale Industrial College	1
Concordia College	1
Augsburg College	1
Dana College	1
Total Reporting 53	

Twenty-four of the fifty-three coaches reporting had completed their undergraduate preparation at Huron College, Northern State Teachers College, and South Dakota State College. These colleges being in the immediate area in which the survey was made, probably accounts for this high percentage.

Colleges and Universities Attended for Graduate Study.

The writer, in an attempt to determine the attitude of the coaches toward securing additional training and degrees, included a desire for such information in the questionnaire. In Table II there is shown a tabulation of the graduate schools attended by the coaches. Table II also includes indications for graduate work by those coaches who have not started graduate study.

Table II

Frequency Distribution of Graduate Schools Attended
and Indications for Graduate Work

<u>School</u>	<u>Frequency</u>
University of South Dakota	8
South Dakota State College	7
University of Minnesota	2
Ohio State University	1
University of Wisconsin	1
Denver University	1
University of Texas	1
Colorado State Teachers College	1
Colorado State College	1
University of North Dakota	1
Schools not listed	3
Plan to do graduate work	21
Do not plan to do graduate work	3
Undecided	2
<hr/>	
Total Reporting	53

The University of South Dakota, while not having an undergraduate in the area included in the survey, leads all other schools in attendance for graduate work with

eight. There seems to be a definite desire on the coaches part to secure additional degrees and more training on the graduate level. Forty-eight of the fifty-three or eighty-one per cent of the persons reporting either had completed graduate work, had started graduate work or planned to do graduate work in the future. The writer feels that this high percentage is significant and shows the importance placed upon graduate study by the persons reporting.

Fifteen of the twenty-seven coaches who have done graduate work have stayed in South Dakota and gone either to the University or to State College of South Dakota.

Twenty-one of the remaining twenty-six who have not as yet done graduate work indicate that they plan to in the future. Of the five remaining persons reporting, three indicated that they did not plan to do graduate work and two were undecided.

Degrees Held by Coaches Reporting. There are a number of different degrees granted by colleges to their graduates on both the undergraduate and graduate levels. A compilation of the degrees held by the coaches reporting is shown in Table III.

Table III

Frequency Distribution of Degrees Held by
Coaches Answering the Questionnaire

<u>Undergraduate Degrees</u>	<u>Frequency</u>
Bachelor of Science	33
Bachelor of Arts	19
No Degree	1
Total Reporting	
53	
<u>Graduate Degrees</u>	<u>Frequency</u>
Master of Education	4
Master of Science	2
Master of Arts	2
No Degree	45
Total Reporting	
53	

The upper part of Table III refers to the undergraduate degrees held by the coaches reporting, while the lower part refers to the graduate degrees held by these men. The distribution of undergraduate degrees shows that a majority or thirty-three of the fifty-three reporting had Bachelor of Science Degrees, while nineteen of the remaining twenty had Bachelor of Arts Degrees. The remaining coach reported having a state general certificate, which is given for completion of two years of college work and

qualifies him to teach in grade school. This coach indicated that he had enough academic work completed to receive a Bachelor of Science degree in one summer school session.

Eight of the fifty-three coaches reporting had graduate degrees. Four of this number had Master of Education Degrees, two had Master of Science Degrees, and two had Master of Arts Degrees.

Major and Minor Preparation. By major and minor preparation the writer refers to undergraduate subject-matter preparation. In Table IV there is shown a tabulation of the professional preparation in major and minor fields.

Table IV

Frequency Distribution of Major and Minor Undergraduate Fields of Study of Coaches Answering the Questionnaire

<u>Major Field</u>	<u>Frequency</u>	<u>Minor Field</u>	<u>Frequency</u>
Physical Ed.	20	Physical Ed.	12
Social Science	12	Mathematics	10
History	8	General Science	9
Industrial Arts	3	English	7
Business Ad.	2	History	7
Accounting	2	Economics	5
Mathematics	2	Social Science	5
Political Science	2	Psychology	3
Agriculture	1	Social Studies	3
General Science	1	Biological Science	2
Chemistry	1	Biology	2
Fine Arts	1	Education	2
Commercial	1	Natural Science	1
Sociology	1	Latin	1
Psychology	1	Secretarial Science	1

There is shown a wide variety in preparation for coaching and teaching, both on the major and minor level, by the persons reporting. There appears to be some overlapping of subject-matter fields reported in the Table IV. There is not necessarily any difference between Social Science and Social Studies or between Biology and Biological Science but this is the way in which the men reported them from the colleges from which they graduated.

Fifty-two coaches reported having completed fifty-seven majors in fifteen different subject-matter areas. One of the coaches had not completed work in his major and minor field. Five of the fifty-two have completed work in more than one major field. In the minor fields fifty-two reported having completed work in seventy subject-matter areas. Seventeen of the fifty-two have completed work in more than one minor field.

The amount of preparation in the Physical-Education area seems limited for persons who are directly connected with this type of work. Twenty of the fifty-three persons reporting had Physical-Education majors, while twelve had Physical-Education minors. Fifteen of the remaining twenty-one had neither a major or minor in Physical Education but had an average of 8.6 semester hours of Physical Education credit completed. The remaining five had no college Physical-Education credit.

Social Science and History rank second and third to Physical Education in the major field of preparation. On the minor field level Mathematics and General Science rank second and third to Physical Education.

In summary, forty-three of the fifty-three coaches reporting received their undergraduate training in South Dakota colleges. Of this number more than half of them received their training in three South Dakota colleges; Huron College, Northern State Teachers College, and South Dakota State College. Preparation for coaching and teaching by the persons reporting was in many major and minor fields. Physical Education ranks number one on both the major and minor levels. Physical Education is followed closely by Social Science, History, Mathematics, and Science. Eight of the fifty-three reporting have both Masters' and Bachelors' Degrees, forty-four have Bachelor Degrees alone and one was completing work for a Bachelor Degree. Forty-eight of the fifty-three coaches reporting either had completed graduate work, were continuing graduate work or were planning to do graduate work in the future.

Section III

EXPERIENCE, AGE AND SALARIES OF COACHES REPORTING

In this section the experience, age, views on tenure, and the salaries of coaches in this area were investigated. Experience of the coaches is reported in two ways in this problem: years of experience in the coaching and teaching field and the years of experience in the present position. Views on tenure will be incorporated in the same section as experience.

The section on coaches' ages includes a frequency distribution of the ages of coaches reporting and an interpretation of age as relates to coaching.

The writer in tallying up responses found that salaries grouped themselves into three definite categories. They will be reported in this manner, salary of the teacher-coach, salary of the superintendent-coach, and salary of the principal-coach. This gives a truer picture of the coaches' salaries because in a number of situations the coach is also the superintendent or principal.

Years in Coaching and Teaching. The amount of experience or years in coaching and teaching differs a great deal in high schools with enrollments under two-hundred. In Table V there is shown the distribution of years of experience among the coaches reporting. There is also

shown a distribution of the number of years in the present position.

Table V

Frequency Distribution of Years in Coaching
and Years in Present Position

<u>Years Experience</u>	<u>Frequency</u>	<u>Present Position</u>	<u>Frequency</u>
1 - 3	23	1 - 2	36
4 - 6	20	3 - 4	11
7 - 10	5	5 - 6	3
11 - 16	4	7 - 8	1
over 16	1	over 8	2
Total Reporting	53		53
Mean	5.02		2.64
Median	5.5		2.66

Coaching and teaching experience among the coaches reporting ranges from one year to twenty-seven years. Twenty-three or nearly one-half of the men reporting have been in the coaching and teaching field three or less years. Forty-three or eighty per cent of the total number reporting have been in coaching and teaching six or less years. The average number of years of experience for all the coaches reporting is five.

The size of the high schools included in this problem undoubtedly has some bearing on the relatively small

amount of experience had by the coaches reporting. Although the questionnaire included high schools with enrollments up to two-hundred pupils, thirty-six of the fifty high schools participating had enrollments of seventy-five or less students.

One of the common complaints of coaching and teaching is the lack of tenure and security. Some evidence of this can be ascertained on investigation of the part of the table devoted to the number of years in the present position. Thirty-six of the fifty-three reported that they had been in their present position two or less years. Fifteen of this number were coaches with two or less years experience which reduces the significance of this large number. It does show that twenty-one of the thirty-six had more than two years experience and had moved within the past two years. Three of the men reporting had been in their present positions fourteen or more years which is at least some evidence of tenure and security.

Reasons for lack of tenure and security are many and these will be developed later in Section VI.

Ages of Coaches. What are the ages of coaches in this area? Is the coaching field made up of predominately young men? Do coaches get out of the field as they get older? In Table VI a tabulation of the distribution of the coaches' ages answering the questionnaire is shown.

Table VI
Frequency Distribution of Coaches' Ages

<u>Coaches' Ages</u>	<u>Frequency</u>
22 - 25	10
26 - 29	21
30 - 33	9
34 - 37	5
38 - 41	4
over 41	4
Total Reporting	
	53
	Mean 30.6
	Median 29.5

The ages of the coaches reporting ranged from twenty-two to fifty-three years. Twenty-one or forty per cent of the coaches reporting ages fell in the twenty-six to twenty-nine age group. The average age of the coaches reporting was thirty years. In the older age group six of the eight men over thirty-eight years of age are working in coach-superintendent combinations. This would indicate that the older men reporting are either trying to move out of coaching into administration or they are coaching out of necessity. Coaches in this area are predominately young coaches, thirty-one of the fifty-three reporting as being less than thirty years old.

Coaches' Salaries. One of the most frequently discussed problems in the teaching and coaching is that of salaries. The coaches reporting ranked salaries number one in their list of major problems confronting coaches today. The writer in an attempt to determine what the actual salary situation among coaches in this area was, asked the question: "what is your salary for the school year 1953-1954?" All but one of the coaches reported their salaries. In Table VII there is shown a distribution of teacher-coach salaries, and the salaries of administrator-coach combinations.

Table VII

Frequency Distribution of Salaries of Teacher-Coaches and Coach-Administrator Combinations

<u>Teacher-Coach</u>	<u>Frequency</u>	<u>Administrator-Coach</u>	<u>Frequency</u>
\$2500-2900	4	\$3000-3400	4
3000-3400	19	3500-3900	11
3500-3900	9	4000-4300	2
over 3900	1	over 4300	2
Total Reporting	33		19
Mean	\$3275		\$3829
Median	3275		3840

Factors that must be taken into consideration in interpreting salaries include; ~~experience~~, number of years in the present position, the type of position, and to a

certain extent the size of the school. It was necessary to break down the responses into three categories because of the differences in the type of coaching positions reported. When referring to the teacher-coach the writer means a person who teaches in the classroom and coaches athletics. In this group the salaries range from a low of \$2500 to a high of \$4000. Nineteen of the thirty-three reporting in this category had salaries in the \$3000 to \$3400 group. The average salary for this group was \$3275.

In Table VII the salaries of the administrator-coach combinations are grouped together because of the difficulty encountered in setting up the table. In this interpretation this grouping will be broken down into principal-coach combinations and superintendent-coach combinations for clearer illustration.

Thirteen persons reported principal-coach combinations. Of this number one failed to report the amount of salary. In this category the salaries ranged from a low of \$3150 to a high of \$3900. An increase in the low salary of \$650 over the low salary of the teacher-coach and a decrease of \$100 in the high salary of the principal-coach over the teacher-coach. The average salary for the coaches reporting in this category was \$3508. Additional administrative duties of a principal undoubtedly accounts

for the increase of \$833 in the average salary of the principal-coach over the teacher-coach.

Seven of the fifty-three men reported superintendent-coach combinations. Their salaries ranged from a low salary of \$3600 to a high salary of \$5000. The average salary for this group of persons was \$4151 or an increase of \$876 over the average salary of the teacher-coach and an increase of \$463 over the average salary of the principal-coach. Reasons for this higher average salary include; administrative responsibilities, experience, and additional education required of superintendents. The average salary for the nineteen reporting administrator-coach combinations was \$3829.

Years experience in the coaching and teaching field by the persons reporting ranged from one year to twenty-seven years. The average number of years spent in the present position by the persons reporting was two and one-half years. A number of factors affected the response on salaries. Salaries reported range from a low of \$2500 to a high of \$5000.

Section IV

CLASSROOM TEACHING LOAD AND OTHER ACTIVITIES

In this section of the report the work-load of the coaches over and above coaching of athletics was investigated. This section on teaching-load, precedes the section on coaching-load because a greater percentage of the coaches' time was spent in classroom teaching and supervision of activities other than athletics. By work-load the writer means, periods spent per week in classroom teaching, subject-matter areas taught in, number of study halls supervised per week, and other activities under the supervision of the coach.

In the high schools participating in this study the coach is also a classroom teacher and in some instances has three major activities; teacher, administrator, and coach. Quite often the coach teaches a number of classroom subjects, supervises one or more study halls, and acts as an adviser in other school activities. Nearly all teachers complain of the excessive teaching load. The coach is no exception.

Subject-Matter Fields. Because the high-school coaches spend some of their time in the classroom teaching academic subjects, the writer through the use of the question list determined subject-matter areas they were teaching. The situation is shown in Table VIII.

Table VIII

**Frequency Distribution of Classroom Subjects Taught
by Coaches Answering the Questionnaire**

<u>Subjects</u>	<u>Frequency</u>
American History	20
World History	18
Biology	16
General Science	12
American Government	12
Algebra	10
Industrial Arts	9
English	9
Typing	8
Economics	7
General Business	6
Sociology	6
Geometry	5
Drivers' Training	4
Grade School Subjects	4
Chemistry	4
International Relations	4
Advanced Mathematics	3
Social Studies	3
World Geography	3
Bookkeeping	2
Social Problems	2
Business Law	1
Spelling	1
Shorthand	1
Agriculture	1

The subject-matter areas in which the coaches reporting were teaching are many and varied. They reported teaching in twenty-six different subject-matter areas. A large number of the subjects listed would group them-

selves in the large classification, Social Studies, Science, Commercial, and Mathematics but are reported as subject-matter classes taught.

American and World History are the most frequently taught subjects. These are followed closely by Biology and General Science. Four of the coaches reporting are teaching grade-school subjects. In at least one instance this is in a departmental system and the coach teaches both grade and high-school subjects.

Drivers' Training, which is relatively new in this area, was reported in four cases. Drivers' Training has been added to some college Physical Education curriculums, coming under the area of Safety Education. It is quite possible that more coaches will be teaching Drivers' Training in the future.

All of the major subject-matter areas are being taught in by this group: Mathematics, Science, Commercial, Social Studies, English, and Agriculture. Nine men reported teaching in the English field, thirteen in the field of Mathematics, twenty-seven in the field of Science, forty in the field of Social Studies, nine in the Commercial field, nine in the field of Industrial Arts, and one in the field of Agriculture. Ten coaches reported teaching in only one subject-matter field, twenty-three reported teaching in two subject matter fields, twelve reported teaching

in three subject-matter fields, three reported teaching in four subject-matter fields, and one reported teaching in five different subject-matter fields. Four of the coaches reporting taught on the elementary-school level.

Periods Spent Per Week in Classroom Teaching. In determining the academic-teaching load of the coaches reporting it was necessary to find out how many periods they spent per week teaching in the classroom. In Table IX a tabulation of the periods spent per week in the classroom is shown.

Table IX

Frequency Distribution of Periods Spent Per Week
in the Classroom Teaching Academic Subjects

<u>Periods Per Week</u>	<u>Frequency</u>
5 - 9	1
10 - 14	1
15 - 19	13
20 - 24	27
25 - 29	6
over 29	5
	Total Reporting 53
	Mean 20.03
	Median 20

The writer in gathering the data failed to make a distinction in the type of period taught. There was no distinction made between one-hour and forty-five minute periods. For this reason the material is reported here in periods per week and not hours per week. The periods that coaches spend in the classroom teaching academic subjects ranged from five to thirty per week. The average number of periods spent per week teaching in the classroom was twenty. This would be four periods or classes a day, five days a week.

Five coaches reported teaching thirty periods per week or six periods a day, five days a week. Thirty-eight of the fifty-three coaches reporting taught twenty or more periods per week in the classroom. These classroom teaching loads seem heavy and are the reason for coaches listing excessive teaching loads as the "number-two" major problem confronting coaches today.

Periods Spent Per Week in Supervision of Study Halls.

Another part of teaching along with classroom work that must be considered in teaching load is the supervision of study halls. The study hall does not require as much preparation or work on the part of the teacher as classroom teaching but does contribute to teaching load. The study hall provides the opportunity for guiding and helping the student but often in the case of the over-loaded teacher

is used by him to catch up on back work. In Table X there is shown the frequency distribution of study halls supervised per week by the coaches answering the questionnaire.

Table X

Frequency Distribution of Number of
Study Halls Supervised Per Week

<u>Periods Per Week</u>	<u>Frequency</u>
0 - 2	10
3 - 5	18
6 - 8	4
9 - 11	20
over 11	1
	Total Reporting 53
	Mean 6.5
	Median 6.0

The number of study halls supervised per week by the coaches reporting ranged from none to fifteen. Eight of the fifty-three coaches reported that they did not supervise any study halls. Seventeen reported that they supervised five study halls per week or one study hall per day. Twenty reported that they supervised ten study halls per week or two per day. The average number of study halls supervised per week was six and one-half.

Activities Supervised other than High School Athletics.

One check list set up in the questionnaire was to determine what school activities, other than athletics were being supervised by the coach.¹ In Table XI a distribution of the activities, other than high school athletics is shown.

Table XI

Frequency Distribution of Activities Supervised
Other Than High School Athletics

<u>Activities Supervised</u>	<u>Frequency</u>
Grade-School Athletics	32
Class Adviser	30
Play Director	7
Newspaper	4
Girls' Athletics	4
Monogram Club	3
High School Annual	2
Intramurals	2
Homecoming	1
Carnival	1
Boys' Music	1
Student Council	1

In smaller high schools the coach is often assigned additional activities, other than athletics to supervise. Ten of the fifty-three coaches reported that the only activities that they supervised were high-school athletics. Of the remaining forty-three men, thirty-two supervised

¹ See Appendix C

grade-school athletics. Girls' athletics, Monogram Club, and Intramurals are closely related to coaching and are included in the list of activities. There is little or no relationship between coaching and supervision of some of the other activities, such as Play Director, Newspaper, High School Annual, and Boys' Music but coaches reported that they are supervising these activities.

In summary coaches are teaching in all of the major subject-matter areas, with the exception of Foreign Languages. History and Biology rank "one" and "two" in frequency of subjects taught. Eighty per cent of the coaches are teaching in two or more different subject-matter fields.

The average coach reporting spends twenty periods per week in the classroom teaching academic subjects. The average number of study halls supervised per week is six and one-half. Eighty per cent of the coaches reporting supervise some school activity other than high-school athletics.

Section V

COACHING, PHYSICAL EDUCATION LOAD, AND TYPE OF POSITION

In this section of the report the special type of work the coaches prepared for is being reported. After examining the teaching load of some of the coaches reporting it is hard to see where there is time for teaching, Physical-Education classes, and coaching.

This section includes, the amount of time spent coaching major sports as, football, basketball, track, and others, baseball, softball and boxing. These sports are seasonal and divide up the year into rather definite parts. Football season, by rule of the South Dakota High School Athletic Association, starts August twenty-fourth, or approximately one week before school starts. The football season runs up to the first of November for most schools. Baseball and softball are played during this season by many of the smaller schools. Basketball season begins the first week in November for most high schools and is usually completed by the last week in February. Preparation for track begins by March fifteenth, in most schools and is completed by the last week in May. Therefore the majority of these coaches reporting are working through-out the entire school year with one or more of the major sports.

Physical Education is not required in a majority of the schools and is quite often taught during the one free period of the day a coach has. Because of the many other duties assigned to the coach in the smaller high school it has been difficult for Physical-Education classes to find a place in the school curriculum and schedule. Time and facilities are other factors limiting the teaching of Physical Education in the small high school.

Types of coaching positions held by the men reporting are included in this section. By head coach the writer means the man responsible for making the decisions and delegation of authority during the season of the given sport. An assistant coach is a man who aids the coach and assumes responsibilities delegated to him by the head coach.

Hours Spent Coaching Major Sports. Coaches have many different theories on the number of hours that should be spent per week in coaching major sports. Some factors that influence the number of hours spent coaching include; overall school schedule, time of the season, and the availability of the facilities. The writer in getting at the time spent in coaching, as a factor in determining coaching load asked in the questionnaire for the average number of hours spent per week in coaching the major sports. In Table XII there is shown a frequency distribution of the average hours spent per week, by the coaches reporting, in the major sports.

Table XII

Frequency Distribution of Hours Spent Per Week Per Sport by Coaches Answering the Questionnaire

Hours	<u>Frequency</u>			
	<u>Basketball</u>	<u>Track</u>	<u>Football</u>	<u>Others</u>
0-2	3	24	24	1
3-4	-	-	-	5
5-6	6	7	-	3
7-8	7	5	7	-
9-10	17	13	10	5
11-12	5	8	5	-
13-14	4	2	1	-
15-16	6	2	5	-
17-18	2	-	-	-
19-20	3	-	-	-
Total Reporting	53	40	29	14
Mean	11.6	7.1	11.3	6.07
Median	11.0	9.5	11.0	7.0

All schools participating in this survey included basketball as one of their major sports. Hours spent in coaching basketball ranged from four and one-half to twenty hours per week. One coach reported that he spent four and one-half hours per week or less than one hour per day for five school days. Three coaches reported that they spent

twenty hours per week or four hours per day for five school days. The mean number of hours spent in coaching basketball was eleven and one-half hours per week or just over two hours per day. This wide range in hours spent in coaching may have come as a result of some of the coaches failing to report time spent during ball games and in traveling to and from ball games. The basketball season for most high schools is about sixteen weeks in length.

Forty of the fifty-three coaches reporting included track as one of the major sports at their high school. Eighteen of the forty coaches reporting apparently do not spend any time on coaching track. Two coaches reported that they spent sixteen hours per week or more than three hours per day coaching this sport. The average number of hours spent per week coaching this sport was seven or about one and one-half hours per day. The track season for most high schools is about ten weeks in length.

Twenty-nine or just over half of the coaches reporting included football as a major sport at their high school. The hours spent per week in coaching football ranged from seven and one-half to sixteen hours. The average number of hours spent in coaching football was eleven and three-tenths or approximately two and one-half hours per day. The football season for most high schools is about ten weeks in length.

Fourteen coaches reported coaching three additional major sports. These sports included baseball, softball, and boxing. The mean number of hours spent per week coaching these sports was six. Boxing as a sport is usually conducted between basketball and track season. Softball and baseball in some schools are sports that take the place of football and track and usually are conducted during these seasons.

Physical Education Classes Taught and the Status of Physical Education. Questions seven, eight, nine, and ten in the questionnaire dealt specifically with the Physical-Education load and the status of Physical Education in the high schools. In Table XIII there is shown a distribution of the number of periods spent teaching Physical-Education classes by the coaches reporting.

Physical-Education classes in the schools included in this survey are very limited. Only nine of the fifty-three coaches reporting were in schools where Physical Education was required. Nineteen of the fifty-three reporting did not teach a Physical-Education class, while three reported that they taught two per week. The largest number of Physical-Education classes taught per week by any one coach was twelve. The mean number of classes taught by the coaches reporting was six per week or just

Table XIII

Frequency Distribution of Physical Education Periods Taught Per Week by Coaches Answering the Questionnaire

<u>Periods Per Week</u>	<u>Frequency</u>
0 - 2	28
3 - 4	5
5 - 6	14
7 - 8	3
9 - 10	8
over 10	1
	Total Reporting 53
	Mean 6.14
	Median 6.0

over one period per day. Time, schedule, and facilities are factors that limit the number of Physical-Education classes that are taught. In some of the schools with small enrollments there is not the need for Physical-Education classes because all or nearly all of the boys in school participate in the major sports.

In reply to the question: "Do you believe the coach should teach the Physical-Education classes?" forty-seven indicated that the coach should teach Physical-Education classes and six indicated that some other member of the faculty should teach the Physical-Education classes. There are a number of reasons why some coaches feel some

other faculty member should teach the Physical Education classes. Some believe the coach should concentrate upon the major sports and drop Physical Education, while others would rather handle classroom-teaching and coaching with no Physical Education.

Coaching Positions in the Major Sports. Coaching load is determined partially by the type of coaching position and the number of major sports coached. In Table XIV a distribution of the coaching positions as to major sports is shown, there is also shown a distribution of assistant positions in the major sports.

Table XIV

Frequency Distribution of Coaching
Positions in the Major Sports

<u>Head Coach</u>	<u>Frequency</u>
Basketball	50
Track	40
Football	29
Baseball	7
Softball	4
Boxing	1
<u>Assistant Coach</u>	
Football	2
Track	2

The majority of the coaches reporting in this survey are head coaches in all major high-school sports. The number of major sports engaged in by the schools was often governed by the high-school enrollment and facilities of the school. Fifty of the fifty-three coaches reporting were head coaches in one or more major sports. Four coaches reported that they were assistant coaches in one or more sports.

When there is more than one coach in a school system, the coaching position is sometimes split. One man takes one of the major sports and the other man assists him. This system is then reversed for the next major sport, thus creating a split position. The large majority of coaches must be capable of coaching in all of the major sports because of the limited size in faculty of the school.

In summary coaching loads, Physical-Education loads, and coaching positions differ a great deal in the schools surveyed. Hours spent in coaching basketball and football averaged about eleven and one-half hours per week. On the average these men taught Physical-Education classes six times per week. Fifty of the fifty-three coaches reporting were head coaches in basketball, forty in track, and twenty-nine in football. Two coaches reported being assistants in football and two in track.

Section VI

COACHES' ATTITUDES, OPINIONS, AND COMMENTS ON THE PROFESSION

In this section of the report the writer attempted to get at the attitudes of coaches toward the coaching profession through the use of a check list. The coaches were also asked to volunteer opinions and comments.

The attitude of a worker in a profession, vocation, or any job is largely the determining factor in the success of the person and often influences their decision to stay in the given type of work. A check list with twelve statements, associated with attitudes toward the coaching profession was devised and included in the questionnaire. The coaches were to check the statement or statements that most nearly corresponded to their attitudes toward the coaching profession.

They were also asked to include, what in their opinion are the major problems confronting coaches in South Dakota today. The opinions about the major problems are often heard in small discussion groups but are seldom outlined and seen in writing.

The writer felt that an opportunity should be given for the coaches participating in the survey to express themselves in any way that was not covered by the questionnaire and that was pertinent to the coaching and teaching profession.

Attitudes Toward the Profession. The coaches' responses to attitudes set up in the check list were quite well distributed. In Table XV a distribution of the attitudes of the coaches reporting is shown.

Table XV

Frequency Distribution of Coaches' Attitudes
Toward the Coaching Profession

<u>Attitudes</u>	<u>Frequency</u>
Would encourage a high school student interested in athletics to prepare for coaching	36
Satisfied with coaching as a profession	35
If just entering college would prepare for coaching	28
If just entering college would prepare for some other vocation	22
Would leave coaching if a better job became available	22
More enthusiastic now than when started coaching	21
Coaching is a stepping stone to school administration	19
Less enthusiastic now than when started coaching	13
Coaching is a stepping stone to some other vocation	12
Dissatisfied with coaching as a profession	11
If just entering college would prepare for teaching and coaching	8
Would discourage a high school student interested in athletics to prepare for coaching	7

The statement receiving the largest number of replies was that which concerned the encouragement of a high school student preparing for coaching. In contrast to the thirty-six who said that they would encourage a student to prepare for coaching, seven replied that they would discourage a student interested in athletics to prepare for coaching. Ten of the fifty-three coaches reporting did not reply to these statements.

Thirty-five indicated that they were satisfied with coaching while eleven replied that they were dissatisfied with coaching as a profession. This was a total of forty-six of the fifty-three coaches reporting. Seven did not reply to these statements.

Twenty-eight or just over half of the coaches reporting indicated that they would prepare for coaching if they were just entering college again. Forty per cent of the coaches reporting indicated that if they were just entering college they would prepare for some other vocation. Eight of them indicated that they would prepare for teaching first and include some coaching preparation.

Nineteen of the coaches felt that coaching was a stepping stone to school administration; while twelve others felt that coaching was a stepping stone to some other profession or vocation. Many coaches move into school administration following a number of years in coaching. Many men go from coaching into selling jobs. Insurance and school supplies are common jobs.

Opinions as to Major Coaching Problems. Besides responding to the check list just referred to the coaches were asked in the questionnaire to list three items which, in their opinion, were major problems confronting coaches in South Dakota today. Because of variation in phraseology the responses were rather difficult to tabulate. The frequency distribution shown in Table XVI gives a reasonably good idea of these responses.

Table XVI

Frequency Distribution of Major Problems Confronting
Coaches Answering the Questionnaire

<u>Problems</u>	<u>Frequency</u>
Low salaries for amount of work done	29
Excessive academic teaching load	22
Overemphasis on winning by schools, community, and coaches	18
Poor facilities and equipment with which to work	12
Lack of tenure and general insecurity	9
Lack of co-operation of home and community in discipline of students	6
Attitude toward training and competition of athletes	5
Lack of an organized Physical Education program in South Dakota	5
Public relations of the schools is weak	3
Lack of adequate finances to carry on good program	3
Failure of schools to hire men qualified to coach	3
Failure of public to realize the time and effort put into athletics on both coach and athletes part	3
Excessive load of other extracurricular activities	2
Lack of co-operation between administration and other school departments	2
Distances to travel for competition	2
Need for reorganization of school districts	2
Commercializing of athletics	1
State polls and ratings of teams by sport writers	1
Eligibility standards too low	1
Failure to keep sight of the moral and ethical values of athletics	1
Time allotted for athletics limited	1

The term used here, "major problems", means the problems at the present time. Among the many problems listed, three seem to stand out. They are; low salaries, excessive academic teaching-load, and overemphasis on winning. The problem of salaries seems a legitimate one when the average coach in this area was found to be working for \$3275 per school year. Excessive academic teaching-load creates a justifiable problem when you consider the average coach in this area is teaching twenty periods per week in the classroom, the ordinary equivalent of four classes a day. Overemphasis on winning is certainly a major problem and as a result it creates some of the other problems mentioned such as; lack of job security for the coach, commercializing of athletics, and failure to keep sight of the moral and ethical values of athletics.

Among the pressing problems for the small high schools in this area are the inadequate facilities to conduct a well-rounded athletic and Physical Education program, limited time allotted for athletics especially in consolidated high schools, and lack of finances to carry on a good program.

Some main reasons for the limited number of Physical Education classes in these high schools are; lack of organized Physical Education program in the entire state,

Inadequate preparation of coaches for carrying on Physical Education classes, and the small enrollments of the high schools. A number of possible solutions to these problems are included in the next section on Coaches' Comments.

Coaches' Comments. A space was left at the end of the questionnaire for the coaches to include additional comments about coaching, teaching, and related problems. Many fine comments were included by the coaches. The writer has selected a number that seem to be outstanding for this section.

(1) It was repeatedly mentioned that there was overemphasis on winning. The coaches do bear the brunt of the attack in this case and for this reason are quite concerned about it. The people in the community are most often blamed for this overemphasis but it is interesting to note that a number of coaches commented to the effect that the coaches themselves are partly to blame for this situation. A number of coaches commented as to possible solutions for this problem. It was the opinion of a number of the coaches that the school, the coach, and the team participants could improve this "win-at-any-cost" problem by conducting a better public-relations program. The idea of an informed public being an easier public to work with is their reasoning.

(2) There were a number of criticisms of the high-school athletic program. It is the opinion of many coaches that a few boys are given all of the opportunities at the expense of a majority of the high-school boys. Less emphasis should be placed upon the major sports and more placed upon the individual and dual sports for the majority of students. The idea of including in the athletic program some activities that all students could participate in was emphasized.

(3) A number of the coaches felt that there is a need for a tighter and more professional organization for coaches. They felt that such an organization would help eliminate problems such as; low salaries, tenure and security, standards for coaching, and excessive teaching load. Several coaches even mentioned the formation of a coaches' union for the mutual benefit of coaches.

(3) Many coaches commented to the effect that all of the problems in coaching were small indeed when compared with the satisfaction and pleasure gained from working with a great bunch of youngsters. If a coach is interested in boys and young men there is no finer compensation than that of watching them progress and knowing that everyone has done a good job.

In summary regarding coaches' attitudes, opinions, and comments, sixty-six per cent of the coaches reporting were satisfied with the coaching profession. The three most often-mentioned major problems were; low salaries, excessive academic teaching load, and overemphasis upon winning athletic contests. Comments included criticisms and recommendations for the athletic and Physical Education program of the high schools.

Section VII

SUMMARY STATEMENTS AND CONCLUSIONS

Summary Statements

A large majority of the coaches reporting in this survey received their undergraduate training in South Dakota Colleges.

As the present situation exists, the coaches reporting have shown a definite interest in securing additional training on the graduate level.

The number of years experience in the coaching and teaching field ranged from one to twenty-seven years. The average number of years spent in the present position was two and one-half. This suggests evidence of little tenure but the figure is low because of the many beginning coaches in the area.

Salaries reported ranged from a low salary of \$2500 to a high salary of \$5000.

Coaches reporting are teaching in all of the major subject-matter fields with the exception of Foreign Languages. The average number of periods spent per week in the classroom teaching academic subjects was twenty.

Eighty per cent of the coaches reporting supervise one or more high-school activity other than athletics.

Coaching lead, Physical-Education lead, and coaching positions vary a great deal in the schools surveyed. Hours spent in coaching the major sports of basketball and football averaged about eleven and one-half hours per week or just about two and one-half hours per day. Fifty of the fifty-three coaches reporting were head coaches in one or more major sports. Three indicated that they were assistant coaches in one or more sports.

Twenty coaches reported that they had coach-administrator combination positions.

A majority of the coaches reporting indicated that they were satisfied with coaching as a profession and that if they were just starting college again that they would prepare for coaching.

The three problems most frequently mentioned by the coaches reporting were; low salaries, excessive academic-teaching load, and overemphasis on winning.

The comment that seemed outstanding about coaching was: The big rewards in coaching come not from winning but from the enjoyment of working with boys.

Conclusions

In Section I of the Research Report this set of seven objectives was presented:

- (1) To determine from what colleges coaches in this area have graduated and to show output of colleges preparing coaches
- (2) To determine the teaching and coaching loads of coaches in this area
- (3) To determine in which academic areas coaches are teaching
- (4) To determine if coaches are securing additional training and degrees and in what areas
- (5) To determine the experience and tenure situation of coaches in this area
- (6) To determine salary conditions among coaches and administrator-coach combinations in this area
- (7) To determine the amount of Physical Education required and taught in this area

The following conclusions seem justified in light of the seven objectives set up for the problem.

- (1) Coaches' Training. Eighty-one per cent of the coaches reporting had graduated from South Dakota Colleges.
- (2) Teaching and Coaching Load. The average coach spends twenty periods per week in the classroom teaching academic subjects. The average coaching load per major sport was; basketball eleven and six-tenths hours, football eleven and three-tenths hours, and track seven and one-tenth hours per week respectively.

- (3) Academic Teaching Areas. Coaches reported teaching in all of the major subject-matter areas with the exception of Foreign Languages. American History, World History, Biology, and General Science were the four subject-matter areas most frequently mentioned.
- (4) Advanced Training. Forty-eight of the fifty-three coaches had either completed, started, or planned to start graduate study.
- (5) Experience and Tenure. Years of experience in coaching and teaching ranged from one to twenty-seven. There seems to be little evidence of tenure in coaching in this area, the average number of years in the present position being two and one-half.
- (6) Salary Conditions. The average salary for the teaching coach was \$3275. The average salary for the principal-coach combination was \$3508. The average salary for the superintendent-coach combination was \$4151.
- (7) Physical-Education Status. Physical Education classes were taught in thirty-four of the fifty high schools participating in this survey. Nine of the thirty-four require students to participate in Physical Education classes.

COACHES PARTICIPATING IN THE SURVEY

<u>County</u>	<u>High School</u>	<u>Coaches</u>
Brookings	Volga	Howard Kortmeyer
	White	Charles Hurney
	Sinai	Eddie Bye
	Elkton	Jack Welsch
	Bruce	Paul Ashley
Clark	Clark	Buddy Elkins
	Garden City	Robert Mead
	Raymond	V. D. Larson
	Bradley	Ralph Henderson
	Willow Lake	Jack Titus
	Logan Cons.	Charles Hoffman
Coddington	Wallace	J. M. Sheild
	Waverley	Paul Eggers
	Florence	Mel Hauge
	Henry	Jerry Chase
	South Shore	Elder Larson
Day	Andover	Don Thorpe
	Bristol	George Pesicka
	Waubay	Louie Graslie
	Roslyn	Robert Smith
	Pierpont	Curtis Cameron
	Lily	O. M. Markseth
Deuel	Clear Lake	W. E. Williamson
	Brandt	Donald Peterson
	Astoria	Leif Fjelstad
	"	Louis Malinowski
	Gary	Walter Vornholt
	Goodwin	George Burrgraff
	Toronto	Warren Robertson
Grant	Reville	Tom Swope
	Big Stone City	Robert Thompson
	"	Jim Simpson
	Strandburg	Ned Lather

Hamlin

Hazel
Vienna
Thomas
Castlewood
"
Bryant
Hayti
Estelline

Burdette Clifford
Roy Johnson
Kenneth Wight
Donald Broz
Russel Smith
Arlie Steen
Jim Marking
Fred Smith

Marshall

Britton
Veblen
Langford
Amherst
Kidder

Bert Bernard
Harold Gab
R. C. Williamson
L. F. Balsiger
Laton Greeno

Roberts

New Effington
Wilmot
Rosholt
Peever
Corona
Summit

Dick Baun
James Earl
Jim Gabrielson
Francis Smith
Gundar Kampen
Conrad Bickness

October 29, 1953

Dear Fellow Coach,

The enclosed questionnaire is being sent to coaches in fifty high schools in northeastern South Dakota. It was prepared for the purpose of determining the status of coaches in this area relative to preparation, experience, attitude toward the profession, salary and work load. It is the thought of the writer that information obtained will be of value to the coaches in this area by illustrating the coaching situation as it actually exists. It is also felt that information compiled will be of value to colleges offering Physical Education majors and minors and to young men interested in entering the coaching profession.

The results of this study will be written up in the form of a Research Problem which partially fulfills the requirements for a Master of Science Degree at South Dakota State College. Your cooperation in filling out this questionnaire and returning it promptly in the enclosed envelope will be greatly appreciated. A summary of the results will be sent to all coaches indicating a desire to receive them.

Time required to answer the questionnaire, approximately seven minutes.

Sincerely,

W. E. Williamson, Coach
Clear Lake High School
Clear Lake, South Dakota

QUESTIONNAIRE

The Professional Preparation, Teaching and Coaching Experience of Coaches in Fifty Northeastern South Dakota High Schools:

1. From what college did you graduate?.....
 Degree held.....
 Major field.....
 Minor field.....
2. If you have neither a major or minor in physical education how many semester hours of physical education course work have you taken _____
3. Have you done graduate work?.....Yes: No : _____
4. If yes, at what college or university?.....
 Degree held.....
 Number of semester hours completed.....
 Major field.....
 Minor field.....
5. If no, do you plan to do graduate work in the future? Yes: No : _____
6. How many periods a week do you spend in the classroom teaching academic subjects?.....
7. How many periods a week do you spend teaching physical education classes?.....
8. Is physical education required in your school?.....Yes: No: _____
9. Do you believe that the coach should teach the physical education classes in the high school?.....Yes: No: _____
10. If no, should they be taught by some other teacher?..Yes: No : _____
11. How many study halls or assembly periods do you supervise per week?.....
12. What academic subjects do you teach in the classroom?
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
13. Do you supervise any other extra-curricular activities?Yes: No: _____
 If yes, (check) or list the activities below.
 1. Class advisor _____
 2. Play director _____
 3. Newspaper _____
 4. Grade Athletics _____
 5. Others _____
14. Are you one of the administrators of the school?....Yes: No _____
15. If yes, (check) which one.
 1. Superintendent _____
 2. Principal..... _____

16. How many hours a week do you spend coaching athletics?

- 1. Football _____
- 2. Basketball _____
- 3. Track _____
- 4. Others _____

17. In which interschool athletics are you the head coach?

- 1. _____
- 2. _____
- 3. _____

18. In which interschool athletics do you assist the head coach?

- 1. _____
- 2. _____
- 3. _____

19. How many years have you been coaching, (including this year)? _____

20. How many years have you been in your present coaching position? _____

21. What is your salary for this year, 1953-1954?..... _____

22. What is your age?..... _____

23. (Check) the statement or statements that most nearly corresponds to your attitude toward coaching as a profession.

- _____ 1. Satisfied with coaching as a profession.
- _____ 2. Dissatisfied with coaching as a profession.
- _____ 3. Would leave coaching if a better job became available.
- _____ 4. More enthusiastic now than when started coaching.
- _____ 5. Less enthusiastic now than when started coaching.
- _____ 6. Coaching is a stepping stone to some other vocation.
- _____ 7. Coaching is a stepping stone to school administration.
- _____ 8. Would encourage a high school graduate interested in athletics to prepare for coaching as a profession.
- _____ 9. Would discourage a high school graduate interested in athletics to prepare for coaching as a profession.

24. If you were just entering college now would you prepare yourself for (check):

- 1. Coaching _____
- 2. Teaching _____
- 3. Some other vocation _____

25. What in your opinion are the major problems confronting coaches in South Dakota today?

- 1. _____
- 2. _____
- 3. _____

Any comments that you may have regarding coaching as a profession would be greatly appreciated:

Do you wish to receive a summary of this study?.....Yes: _____ No: _____

Summary of Questionnaire on: The Professional Preparation, Teaching and Coaching Experience of Coaches in Fifty Northeastern South Dakota High Schools.

The writer wishes to take this opportunity to thank all of the participating coaches for their fine co-operation in answering and returning this questionnaire. The returns were 100% which should make for greater accuracy in writing up a paper of this kind.

Question 1. Colleges from which coaches graduated.

Huron College	10	Southern STC.	2	Utah State College	1
Northern S. D.	9	Yankton College	2	Dakota Wesleyan U.	1
S. D. S. D.	5	U. of Minnesota	2	Ellendale Ind. College	1
Black Hills STC.	4	Creighton Un.	1	Concordia College	1
Augustana	4	Notre Dame	1	Augsburg College	1
Sioux Falls College	3	Simpson College	1	Dana College	1
General Beadle STC.	3				

A. Degree held:

Bachelor of Science	33
Bachelor of Art	19

B. Major Field:

Physical Education	20
Social Science	12
History	8
Industrial Arts	3
Business Administration	2
Accounting	2
Mathematics	2
Political Science	2
Agriculture	1
General Science	1
Chemistry	1
Fine Arts	1
Commercial	1
Sociology	1
Psychology	1

C. Minor Field:

Physical Education	12
Mathematics	10
General Science	9
English	7
History	7
Economics	5
Social Science	5
Psychology	3
Social Studies	3
Biological Science	2
Diology	2
Education	2
Natural Science	1
Latin	1
Secretarial Science	1

Question 2. There are 21 coaches with neither a major or minor in P. E. Of this number 15 had an average of 8.6 hrs. of College P. E. credit. Six coaches had no College P. E. credit.

Question 3. How many had done graduate work. Twenty-seven indicated that they had done graduate work. Of the twenty-six that had not done graduate work twenty-one indicated that they planned to do graduate work, three indicated that they would not do graduate work, and two were undecided. Eight of the men have their Masters Degree.

Question 4. Graduate work done at what college or university.

University of S. D.	8	Un. of Wisconsin	1	Colorado State College	1
S. D. State	7	Denver Un.	1	Un. of North Dakota	1
University of Minn.	2	n. of Texas	1		
Ohio State Un.	1	Colorado STC.	1		

Three did not indicate where graduate work was done.

A. Of the eight Master's degrees held three were four M.E. degrees, two M.S. degrees, and two M.A. degrees.

B. Of the twenty-seven men that have done graduate work the average number of semester hours completed was eighteen.

C. Graduate major field; Education 15, Physical Education 6.

D. Graduate minor field; Education 9, Physical Education 3, Related Fields 3.

Question 6. How many periods spent in the classroom teaching academic each week. The average number spent per week was twenty periods or four a day.

Question 7. How many periods a week do you spend teaching P. E. classes. The average number of P. E. classes per week was 6.6 periods or slightly more than 1 per day.

Question 8. In reply to the question is P. E. required in your school 9 indicated that it was, 44 indicated that it was not.

Question 9. Forty-seven indicated that the P. E. classes should be taught by the coach. Six indicated that the P. E. classes should be taught by some other member of the faculty.

Question 10. How many study halls or assembly periods do you supervise every week. The average number of study halls or assembly periods supervised was 7.3 periods per week.

Question 12. What academic subjects do you teach in the classroom.

American History	20	General Business	6	World Geography	3
World History	16	Sociology	6	Bookkeeping	2
Biology	16	Geometry	5	Social Problems	2
Gen. Science	12	Drivers Training	4	Business Law	1
American Govt.	12	7th Grade Subj.	4	Spelling	1
Algebra	10	History	4	Merchand	1
Shop	9	Inter. Relations	4	Agriculture	1
English	9	Advanced Math	3	Economics	2
Typing	8	Social Studies	3		

Question 13. Forty-three indicated that they supervised other extra-curricular activities in addition to athletics. Other activities included.

Grade Athletics	32	Girls Athletics	4	Concessionary	1
Class Advisor	30	Nonogram Club	3	Carnival	1
Play Director	7	Annual	2	Boys Music	1
Newspaper	4	Intramurals	2	Student Council	1

Question 16. Are you one of the administrators of the school. Seven indicated that they were ~~not~~ Superintendents, twelve indicated that they were principals, 21 indicated that they were both coaches and administrators.

Question 17. In which interschool activities are you the head coach. Forty-nine indicated that they were head coach in Football, fifty indicated that they were head coach in basketball, forty indicated that they were head coach in track.

A. Other sports coaches are head coach in; Baseball, 7, Softball 4, Boxing 1.

Question 18. In which interschool athletics do you assist the head coach. One indicated that he assisted in football, and two indicated that they assisted in track.

Question 16. How many hours a week do you spend coaching athletics.

Football 11.3 hrs. Track 8.7 hrs.
Basketball 11.4 hrs. Others 6.1 hrs.

Question 19. How many years have you been coaching (including this year).

<u>Years</u>	<u>Number</u>	<u>Years</u>	<u>Number</u>	<u>Years</u>	<u>Number</u>
27	1	7	1	3	3
16	1	6	3	2	3
12	3	5	8	1	7
10	4	4	9		

Question 20. How many years have you been in your present position.

<u>Years</u>	<u>Number</u>	<u>Years</u>	<u>Number</u>
22	1	4	1
10	1	3	10
8	1	2	14
6	2	1	22
5	2		

The average number of years coaching experience for the fifty-three coaches is 4.9 years.

The average number of years coaching in the present position is 2.7 years.

Question 21. What is your salary for the present year (1953-1954).

The average salary for Superintendent and Coach was:	\$151.43
" " " " Principal	3500.33
" " " " Coach	3275.00

Question 22. What is your age.

The ages ranged from fifty-three to twenty-two. The average age of the coaches was 30.6 years.

Question 23. Check the statement or statements that most nearly corresponds to your attitude toward coaching as a profession.

- | | |
|--|----|
| 1. Satisfied with coaching as a profession. | 35 |
| 2. Dissatisfied with coaching as a profession. | 11 |
| 3. Would leave coaching if a better job became available. | 20 |
| 4. More enthusiastic now than when started coaching. | 21 |
| 5. Less enthusiastic now than when started coaching. | 13 |
| 6. Coaching is a stepping stone to some other vocation. | 12 |
| 7. Coaching is a stepping stone to school administration. | 19 |
| 8. Would encourage a high school student interested in athletics to prepare for coaching as a profession. | 36 |
| 9. Would discourage a high school student interested in athletics to prepare for coaching as a profession. | 7 |

Question 24. If you were just entering college would you prepare yourself for; ~~College~~ Coaching, Teaching, Some other vocation.

Coaching 26
 Teaching 6
 Some other vocation 22

Five indicated that they would prepare for both coaching and teaching.

Question 25. What in your opinion are the major problems confronting coaches in South Dakota today. The replies were many and varied. They all were lumped into twenty-one categories which seem to express the opinions listed.

	<u>Replies</u>
1. Low salaries for amount of work done.	29
2. Excessive academic teaching load.	22
3. Overemphasis on winning by schools, community and coaches.	16
4. Poor facilities and equipment with which to work.	12
5. Lack of tenure and general insecurity.	9
6. Lack of co-operation of Home and Community in discipline of students.	6
7. Attitude toward training and competition of athletes	5
8. Lack of an organized P. E. program in our state and schools	5
9. Public relations of the schools weak.	3
10. Lack of adequate finances to carry on a satisfactory athletic and P. E. program.	3
11. Failure of schools to hire not qualified to coach, lack of standards within the state.	3
12. Failure of public to realize the time and effort put into athletics on both the coach and athletes part.	3
13. Excessive load of other extra-curricular activities	3
14. Lack of co-operation between administration and other school dept.	2
15. Distances to travel for competition.	2
16. Need for reorganization of school districts.	2
17. Commercializing of athletics.	1
18. State polls and ratings of teams by sport writers.	1
19. Eligibility standards too low.	1
20. Failure to keep sight of the moral and ethical value of athletics.	1
21. Time allotted for athletics limited.	1

Very fine comments were included by the participating coaches. I hope to work some of them into the final paper. Space is so limited in this statement to include them. Thanks again for your fine co-operation.

W. D. Williams
 Coach Class 1924-5, S.