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EDUCATIONAL BULLETIN

The Status of the Athletic
Coach in Kentucky High
Schools for the School
Years 1930-31
Through 1940-41

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The Status of the Athletic
Coach in Kentucky High
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THESIS

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts at the
University of Kentucky

By
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Lexington, Kentucky

UNIVERSITY OF KENTUCKY
Lexington, Kentucky
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FOREWORD

One of the most important positions in our public school system is that of the athletic coach. The work of the coach is extremely important both because of his intimate association with high school boys and girls and because of his relationship with the public. Recently a thesis on the subject of the work of the high school coach, which was prepared by Mr. R. W. Hamilton in partial fulfillment of the requirements of a Master's degree at the University of Kentucky, came to my attention. It is my judgment that this thesis, the greater portion of which is included in this bulletin, has made a distinct contribution to a study of this subject, in that it brings together for the first time much significant information concerning this important position.

I commend this bulletin to school administrators and public-spirited citizens alike for careful perusal and study.

J. W. BROOKER

Superintendent of Public Instruction

September 1, 1941

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The writer is most grateful to Professor M. E. Ligon for free access to the files containing the records of the Southern Association of Colleges and Secondary Schools; to Theodore A. Sanford for the unlimited use of the records of the Kentucky High School Athletic Association; and to various members of the State Department of Education for the use of state records in checking and supplementing data.

Above all, the writer is indebted to his wife, Edith Adams Hamilton, for her help, suggestions, and encouragement during the course of the study.



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INTRODUCTION

There are many inconsistencies, absurdities, adverse criticisms, fair-minded questions, and unsolved problems concerning athletic coaches and coaching in Kentucky high schools. In some localities sports have reached a high plane and coaching is a fascinating, dignified, and highly remunerative position. In other neighborhoods the school spirit and outside influences are such that it is very questionable whether a coach with the combined characteristics of Sampson's strength, Solomon's wisdom, Job's patience, and Saint Paul's goodness could endure beyond the second season. By some people the coach is regarded as possessing culture and bearing

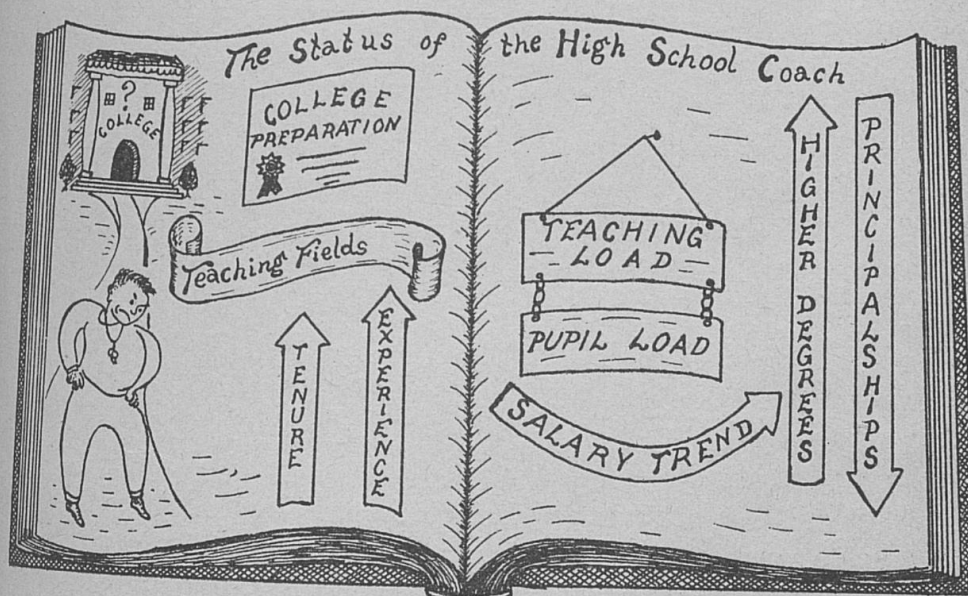


FIGURE 1. AN INTRODUCTION TO THE CONTENTS OF THE STUDY.

comparable only to retired blacksmiths and boiler makers. By others he is virtually idolized and respected. Figure 1 presents an introduction to the topics treated by the present study in order to better interpret the status of the Kentucky high school athletic coach.

As Figure 1 is designed to indicate, the present study includes such subjects as: the colleges attended, the fields of preparation and of teaching, tenure and experience, teaching load and pupil load, higher degrees and principalship held, and the salary of coaches.¹

¹The word COACH is used throughout the remainder of the study only as indicating a Kentucky high school athletic coach, whether it be basketball, football, or a combination of the two.

It is not a solution to, but rather a brief treatment of, some of the problems which underlie many of the current misconceptions concerning the status of the Kentucky high school coach.

Similar and Related Studies in Kentucky

There were many local studies which were meritorious contributions to the fields of education and physical education. These studies (unpublished theses) will not be treated with regard to relative merit, but rather as concerning utility in the preparation of the present treatment.

Beverly² treated the history of football from early times to its present acceptance in Kentucky high schools. Bowling³ dealt thoroughly with the administration of football in Kentucky. Clay⁴ gave a comprehensive treatment of intramural athletics for the small high school. Fossit⁵ reported the results of an interesting experiment conducted in the Holmes high school of Covington in order to determine the comparative ratings of athletes and non-athletes. Harney⁶ throws considerable light on the academic attainment of coaches by a comparison of the scholarship of athletes and non-athletes at the University of Kentucky. Hembree⁷ made a survey of the status of the athletic coach in Kentucky for the year 1934-35. Incidentally, this work proved very helpful in supplying various statistics, for which there was no other possible source. Jones⁸ made an extensive study of physical education in Kentucky with emphasis upon the need for a state school program. Miller⁹ studied physical education for boys in Louisville high schools with special consideration of the interscholastic athletics of Male and duPont manual high schools. Thomasson¹⁰ made an extensive investigation to determine the interrelation

² Philip Allen Beverly. *A Brief History of Early College Football with a Survey of High School Football in Kentucky*. Master's Thesis. University of Kentucky, 1936. 46 pages.

³ Justus Hampton Bowling. *Administration of Football in Kentucky*. Master's Thesis. University of Kentucky, 1934. 159 pages.

⁴ Maurice Alton Clay. *Intramural Athletics for the Small High School*. Master's Thesis. University of Kentucky, 1935. 100 pages.

⁵ Flavious J. Fossit. *Comparative Ratings of Athletes and Non-Athletes in High School*. Master's Thesis. University of Kentucky, 1928. 87 pages.

⁶ Clarence W. Harney. *A Comparison of the Scholarship of Athletes and Non-Athletes at the University of Kentucky*. Master's Thesis. University of Kentucky, 1935. 37 pages.

⁷ George Nelson Hembree. *A Survey of the Status of the High School Athletic Coach in Kentucky*. Master's Thesis. University of Kentucky, 1935. 87 pages.

⁸ Claude Hulse Jones. *A Survey of Physical Education in Kentucky and the Need for a State Program*. Master's Thesis. University of Kentucky, 1933. 209 pages.

⁹ Reed Sutherland Miller. *A Study of Physical Education for Boys in the Junior and Senior High Schools of Louisville, Kentucky*. Master's Thesis. University of Kentucky, 1936. 74 pages.

¹⁰ Robert Case Thomasson. *A Study to Determine the Interrelation of Participation Between the Interscholastic Athlete and the Intercollegiate Athlete*. Master's Thesis. University of Kentucky, 1936. 40 pages.

of participation between high school and college athletes. Twelve other theses, having a remote connection with the present study, are listed in the final bibliography.

Need for the Study

The very fact that many important aspects of the subject have not been previously explored, offers some reason why the present exploration was needed. Coaches are thrown before the public considerably and due to their task of directing activities, at which the spectators are tense and emotional, they are necessarily a widely discussed group. On the basis of available reference material, one may well conclude that much of such discussion is superficial and ungrounded. Many questions have been asked concerning coaches and coaching and too often, it seems, such interrogations have been supposedly answered by sheer guesses or from biased personal opinions. It seems reasonable to assume that there should be more common knowledge concerning the directors of an activity as far-reaching, as time-consuming, as well supported, and as widely discussed as interscholastic athletics.

The studies previously referred to, though broad in scope, did not include several items which may be of common interest, nor did they determine trends from which one may venture predictions. Furthermore, each year brings new data concerning the field of coaching, which is yet in its infancy.

Purposes of the Study

The purposes of the study are grouped under two heads: General Purposes and Specific Purposes.

A—General Purposes

- (1) To show the status of the athletic coach in Kentucky high schools.
- (2) To provide information and statistical data that may be used for comparative purposes in future studies or in comparison with present conditions in other states.
- (3) To provide information that may serve as a guide to students who have elected the field of coaching as a life's work, but are undecided as to the proper preparation.

B—Specific Purposes

- (1) To show the colleges from which Kentucky high school coaches were graduated and the trends of coach production of the various types of institutions.

(2) To show the fields of academic preparation of coaches in a way that trends may be determined.

(3) To show the teaching fields of coaches and the percentage of teaching done outside of their fields of academic preparation.

(4) To show the trends of the tenure and experience of coaches.

(5) To show the trends of the teaching load and pupil load of coaches.

(6) To show the trends of higher degrees and principalships held by coaches.

(7) To show the salary trend of coaches.

Scope of the Study

Figure 2 shows the scope of the present study in so far as the proportionate number of schools is concerned.

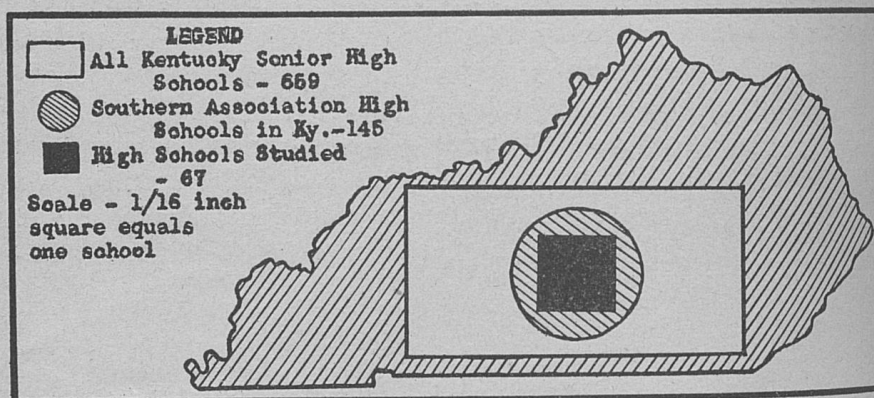


FIGURE 2. THE SCOPE OF THE PRESENT STUDY.

Figure 2 shows that the present study include sixty-seven of the 145 Kentucky high schools which are members of the Southern Association of Colleges and Secondary Schools.¹¹ There are 659 senior high schools in the state of Kentucky. The study began with all of the Southern Association schools, but as the work progressed various difficulties (which will be explained later) arose, making it necessary to eliminate certain schools and types of schools which could not be blended into the scheme of organization employed in handling the data.

Figure 3 shows the distribution, with respect to the geographical divisions of the state, of the sixty-seven high schools included in the study.

¹¹ Throughout the remainder of the study, the Southern Association of Colleges and Secondary Schools is frequently referred to as Southern Association.

It will be observed that the schools studied are distributed rather generally throughout the state, being somewhat denser in the wealthier sections of the commonwealth. The industrial centers, mining areas, wealthy residential districts, and highly improved farming localities claim the great majority of Southern Association schools. The pennyroyal, knobs, and mountain districts have a small proportionate representation while the purchase division shows only a slight increase. This is probably influenced by the trend of population¹² and the smaller per capita wealth in these parts of the state.¹³ All sections of Kentucky are represented, nevertheless, in a way which may be considered fairly adequate and typical.

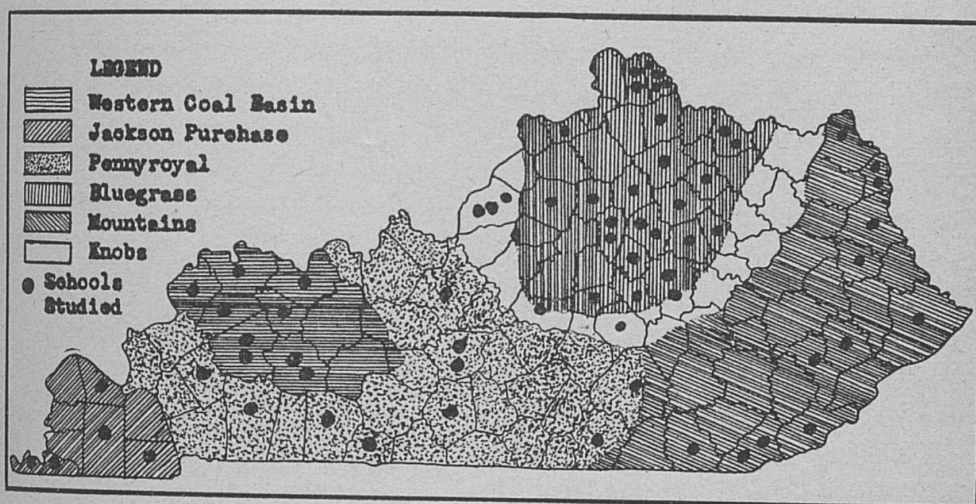


FIGURE 3. The GEOGRAPHICAL DISTRIBUTION OF THE SIXTY-SEVEN SCHOOLS STUDIED.

It was found that the study could not be all-inclusive and at the same time be practical. Many Kentucky high schools holding membership in the Southern Association of Colleges and Secondary Schools could not be considered typical Kentucky high schools. Consequently, the following types of schools were eliminated from the study: private schools, parochial schools, girls' schools, military academies, secondary schools connected with institutions of higher learning, high schools using an elementary teacher as the athletic coach, schools not having membership in the Southern Association throughout the eleven-year period, and schools which submitted incomplete reports, from which sufficient data could not be obtained.

Many reasons for such eliminations are obvious. In many of the private or parochial schools the teaching was done without pay, for nominal pay, or maintenance was an element of remuneration. Most

¹² L. E. Meece and M. F. Seay. *Financing Public Elementary and Secondary Education in Kentucky*. Bulletin of the Bureau of School Service, University of Kentucky, Vol. XIII, No. 1, September, 1939. p. 26.

¹³ *Ibid.* p. 41.

of the girls' schools naturally ignored interscholastic athletics and because of this practice would have no place in a study concerned with athletic coaches. There was no clear line of demarcation between athletics, as such, and military training in the military schools. The secondary departments of some of the colleges represented conditions which made comparison impractical, if not impossible, especially concerning teachers who divided time between the two schools. Where the coach was an undergraduate, an elementary teacher, or for any other reason was excluded from the high school organization, it would have been unwise and unfair to compare him with the English teacher in several succeeding chapters of the study. Also, schools not having had membership in the Southern Association of Colleges and Secondary Schools throughout the eleven-year period were dropped, because one purpose of the study was to determine trends and it was believed that such trends would be more reliable if the data for each year were taken from the same schools.

It is, therefore, believed that by the elimination of the seventy-eight schools one is able to get a clearer concept of conditions as they now exist in the more progressive high schools of Kentucky (taking for granted that membership in the Southern Association is an indication of progress and distinction). Each school eliminated from the study had one or more peculiarities, similar to those pointed out above, which rendered it more or less undesirable for comparative purposes in this particular study. This is no reflection whatever on the organization or conduct of either the schools eliminated from the study or schools not belonging to the Southern Association. Many such schools are known to be of the very highest type.

Membership in the Southern Association of Colleges and Secondary Schools is, in general, cherished by the schools within and coveted by those outside of the organization, therefore no apology is made for confining the study to the member schools. It will be shown later that many conditions are much better in the schools comprising this study than they are in the schools of the state as a whole. Consequently, it may be well to remember that the findings in this study will represent a score approximately half way between conditions as they are (state-wide) and conditions as they should be.

Sources of Data

It was not intended that the study be strictly confined to the sixty-seven schools and for that reason much material of a diversified nature has been introduced from time to time. Figure 4 pictures the general policy pursued throughout the collection of data.

A careful study of Figure 4 will acquaint one with the general scheme followed in compiling the contents of the study. It will be observed that the two main streams of knowledge were data from the Southern Association records and general information from the sports world.

Most of the data embodying the study were taken from the annual reports of Kentucky high schools which are members of the Southern Association of Colleges and Secondary Schools. The reports covered the school years from 1930-31 through 1940-41. These reports are kept on file in the office of the Chairman of the Kentucky Committee of the Southern Association, which office is located in the College of Education of the University of Kentucky. It was necessary to supplement this material with occasional reference to other records, name-

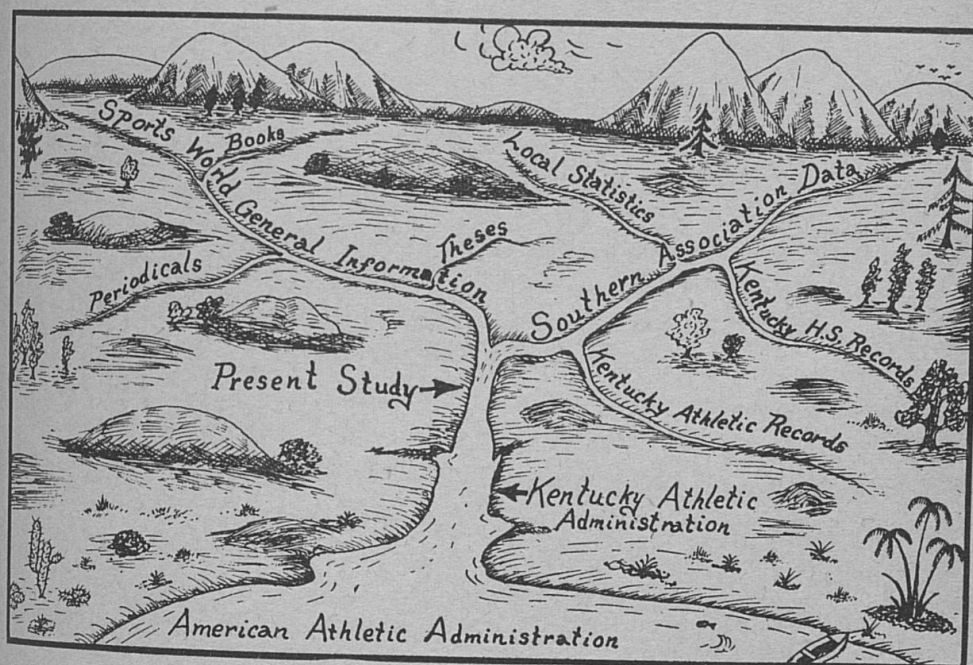


FIGURE 4. THE SOURCES OF DATA INCLUDED IN THE PRESENT STUDY.

ly, the records of the Kentucky High School Athletic Association, in the office of the executive secretary at Carrollton, Kentucky; the annual high school reports in the Department of Education at Frankfort, Kentucky; and miscellaneous statistics from the offices of the Dean of the College of Arts and Sciences and the Department of Physical Education, both of the University of Kentucky.

Other pertinent data were gathered from literature concerned with the sports world. This included books, bulletins, theses, and periodicals, most of which are listed in the final bibliography and citations are made to many of them throughout the contents. It is

hoped that the extensive use of general material will add to the practical utility of the work. Figure 4 reveals the optimistic hope that the knowledge thus collected will flow through the channel of this study into the bay of Kentucky athletic administration which is an integral part of the ocean of American athletic administration.

Limitations of the Study

The study has two broad limitations, namely, scope and contents. As previously pointed out, only sixty-seven schools are involved; only an eleven-year period is covered; and, with few exceptions, only those things commonly included in annual high school reports are treated. Neither is the claim advanced that the schools included represent average schools or a cross-section of Kentucky high schools. It is asserted, however, that the study attempts to represent accurately the information revealed by the annual reports of the high schools in question.

A Brief Survey of Coaches and Athletics

The athletic coach is probably the most-discussed teacher in the modern high school. It is unfortunate that the discussion is all too often based on hasty and unsound judgment. Athletics is an important activity and athletic coaching is an influential function in the secondary school of the present day. Yet, athletic coaching as it now operates is, generally speaking, purely a twentieth century creation. Its rise has been rapid and remarkably thorough. Today the coach is regarded as a necessary member of the teaching staff in most of our high schools, from the largest to the smallest. A generation ago he was practically unknown. The very newness of this function, in so far as its being included in the high school curriculum is concerned, may account in part for many of the misconceptions and current prejudices, some of which the present study will make an attempt to clarify.

Though high school coaching is comparatively new, athletics, as an activity, is indeed ancient in origin. That early man was active, is brought out by Mitchell and Mason, who said:

A general survey of man's physical activities previous to the present era of civilization shows that he was an active person.¹⁴

Allen, explaining that organized athletics is far from a modern creation, said:

Hundreds of years before the Christian era these activities were in existence. Students of ancient Athens engaged in practically all the forms of extra-curricular activities that we find in our schools today.¹⁵

¹⁴ Elmer D. Mitchell and Bernard S. Mason. *The Theory of Play*. A. S. Barnes & Company, New York, 1939. p. 171.

¹⁵ Charles Forest Allen. *Extra-Curricular Activities in the Elementary School*. Western Publishing Co., St. Louis, Missouri, 1937. p. 6.

Gardiner singled out ball playing when he said:

Ball play has been the recreation of the young of both sexes from time immemorial, and in its simpler forms is the same today as it was in ancient Greece or Egypt.¹⁶

Two other significant excerpts are given from Gardiner. In the first he shows the prominence of athletics in the ancient curricula; in the second he gives the cause of the collapse of athletics in Greece and leaves a hint that our present trend is dangerous.

Music and gymnastics together made up Greek education. Music trained the mind, gymnastics the body. From the day the Greek boy went to school about the age of seven he spent a considerable portion of each day in the palaestra and gymnasium exercising himself under trained supervision, and he continued to do so till he reached manhood and often indeed much longer.¹⁷

The very popularity of athletics was their undoing. Excess begets Nemesis: the Nemesis of excess in athletics is professionalism, which is the death of all true sport.¹⁸

In fostering the idea that America is bordering on this mistake, Williams and Hughes say:

Moreover, the genius of Americans for organization has led to exploitation of the commercial values in highly developed and widely advertised games.¹⁹

Bowling comments on the gradual introduction of athletics in America as follows:

Football has grown from meagre beginnings until today practically every leading high school in Kentucky participates in the game to some extent. The management and administration of football is just beginning to evolve into a position that merits the consideration and study of administrators of the state.²⁰

The reluctance of school authorities in recognizing modern athletics is given by Wagenhorst:

The first high school interscholastic athletic contests were not generally supported, recognized, or controlled by the school authorities. . . . Then followed a period of toleration without supervision. . . . Today, interscholastic athletics are recognized, in most places, as worth while school activities.²¹

Forsythe indicates that the financial support of athletics is gradually being taken over by the school administration. He states the trend as follows:

Boards of Education continually are doing more to aid in the maintenance of the athletic program, both interscholastic as well as intramural. . . . because it puts these activities in their proper educational place.²²

¹⁶Edward Norman Gardiner. *Athletics of the Ancient World*. The Clarendon Press, Oxford, 1930. p. 230.

¹⁷*Ibid.* p. 72.

¹⁸*Ibid.* p. 99.

¹⁹Jesse Feiring Williams and William Leonard Hughes. *Athletics in Education*. W. B. Saunders Company, Philadelphia, 1930. p. 31.

²⁰Justus Hampton Bowling. *Administration of Football in Kentucky High Schools*. Master's Thesis. University of Kentucky, 1934. p. 1.

²¹Lewis Hoch Wagenhorst. *The Administration and Cost of High School Interscholastic Athletics*. Teachers College, Columbia University, New York City, 1926. p. 101.

²²C. E. Forsythe. *Administration of High School Athletics*. Prentice-Hall, 1939. p. 334.

That high school athletics must be more and more subsidized by Boards of Education in the future, is intimated by Mitchell as follows:

It is reasonably safe to assume that most of the high schools with an enrollment of less than 200 will have serious difficulty in supporting interscholastic athletic programs.²³

Williams and Brownell drop the hint that intervention by the school administration is necessary for the rescue of athletics. They state the condition in the following words:

The laissez-faire attitude of school authorities in the matter has been responsible, to a large degree, for the over-emphasis and commercialization which in many communities has characterized interscholastics.²⁴

In recent years there has been a growing tendency to shift the emphasis from interscholastic athletics to physical education. Wagenhorst, who helped to pioneer this movement, made the following statement:

Unfortunately the greatest interest is manifested in and the most money spent for physical training upon those who need it the least. It is inconceivable that fair-minded people will subscribe to such rank injustice.²⁵

McCloy expresses the attitude that physical education is the best type of national defense:

Shall we not use that type of physical education which is still better, and use it constructively to make better citizens—Citizens who not only will be willing to die for their country if need be, but will be more willing to live for their country, and who will be prepared to do it efficiently because of a development of the ideals and spirit of democracy.²⁶

Figure 5 has been inserted at this point to emphasize the fact that Kentucky coaches are growing with the trend toward increased emphasis on physical education.

The figure is constructed on the basis of data presented later in Chapter III. The number of coaches having a major or minor in physical education has risen from seven to twenty-two during the eleven-year span of the study. At the present rate of increase, all coaches would have majors or minors in physical education by 1971.

The growing need for physical education instruction in the schools is emphasized by Portwood in the following comment:

A course in physical education in our schools has been made essential, due to the six and eight hour working day creating many hours of leisure

²³ Claude Mitchell. "Can Small High Schools Support Interscholastic Athletics?" *The Nation's Schools*, January, 1941. p. 58.

²⁴ Jesse Feiring Williams and Clifford Lee Brownell. *Health and Physical Education*. (Secondary Schools.) Teachers College, Columbia University, New York City, 1931. p. 137.

²⁵ Wagenhorst. *Op. cit.* p. 97.

²⁶ Charles Harold McCloy. *Philosophical Bases for Physical Education*. F. S. Crofts & Co., New York, 1940. p. 125.

time. The establishment of public playgrounds, public gymnasiums, city and national parks, has placed on the school the responsibility of teaching the youth of Kentucky the value to be received in using them.²⁷

A Brief Philosophy of Athletics

There is a thread of continuity in the following excerpts which may well serve as a general prelude to the study of the status of the athletic coach in Kentucky high schools.

Organic power is the developmental source of health. Such power must be gained through activity.²⁸

Through activity of these muscles the entire body gains power, chemical equilibrium, bio-physical stamina and flexibility; the nervous system is stimulated, the mind expands.²⁹

As a matter of fact these despised muscles are the very tools and stimulators of the mind.³⁰

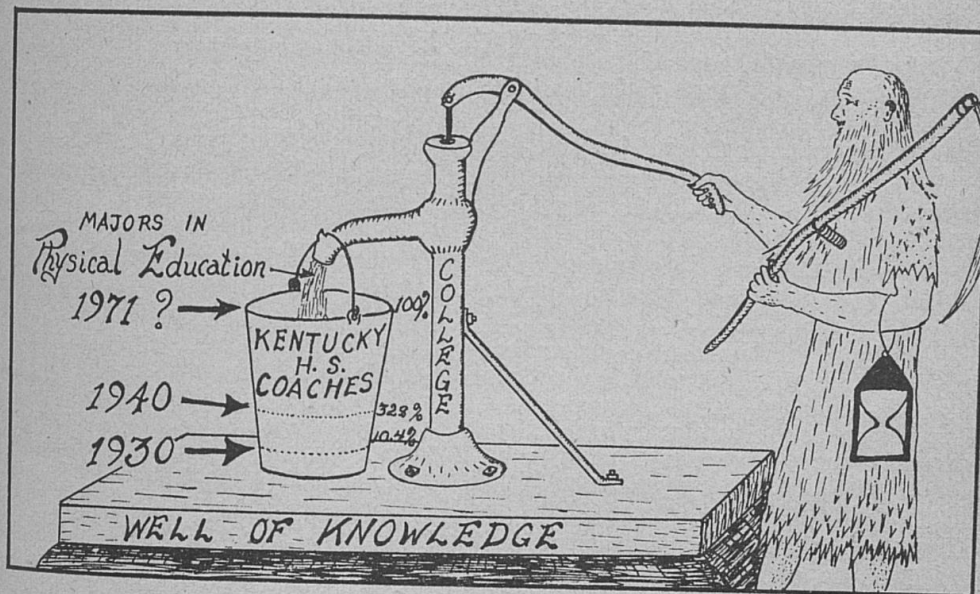


FIGURE 5. THE TREND OF PHYSICAL EDUCATION IN THE COLLEGE PREPARATION OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES.

Among other things these changes have thrown out into startlingly bold relief the need for an immediate and extensive development of a well rounded play program for all of America, regardless of age, sex, location, or social stratification.³¹

With respect to physical education it is now clear that American education must awaken anew its interest in physique, stamina, endurance, vitality, motor skills, and physical courage. These qualities will be treated in this big adolescent nation in years ahead.³²

²⁷ Alfred Stanhope Portwood. *The Status of Physical Education for Boys in the Central Kentucky Conference High Schools with a Suggested Program*. Master's Thesis. University of Kentucky, 1935. p. 1.

²⁸ Jay B. Nash. *The Administration of Physical Education*. A. S. Barnes and Company, New York, 1938. p. 140.

²⁹ S. U. Lawton. "Mind is Physically Dependent." *Education*. December, 1940. p. 197.

³⁰ *Ibid.* p. 197.

³¹ Elmer D. Mitchell and Bernard S. Mason. *The Theory of Play*. A. S. Barnes and Company, New York, 1939. p. 171.

³² Jesse Feiring Williams. "Fairy Tales and Reality." *School and Society*, January 11, 1941. p. 33.

Sports make men. This country needs men. All you have to do is put two and two together to discover that this country needs sports.³³

Health education is not yet out of its swaddling clothes, but already we hear that its life is endangered by school athletics. Let us not deny to health education, this new-born offspring of the American school and the altruistic impulse, the support it deserves, for our nation needs it; but let us understand clearly that school and inter-school athletics, properly conducted, may help rather than hinder its development.³⁴

Recently, however, the Americanism Commission of the Legion recommended to the Executive Committee that the American Legion sponsor a program of health education, athletics, and recreation in the communities of the United States.³⁵

It is not enough that we provide ample opportunity for health instruction and physical development. The pupil must receive some personal satisfaction and fun from his participation in the program.³⁶

Athletics is often a splendid answer to the quest for relief from tedium.³⁷

The American countenance sparkles as it contemplates the moving scene of athletic participation.³⁸

The concrete poured into our "Saturday stadia" will, it is hoped, strengthen our national defense better than that poured into the Maginot line.³⁹

Adolescence is the golden age for bodily sports.⁴⁰

The high school offers most pupils a last opportunity to receive instruction in skills which may be prohibited in future years because of cost or other circumstances.⁴¹

A number of schools approve the idea of the students controlling their athletic sports. It does seem democratic. With an institution of any size, however, the difficulties become insurmountable.⁴²

Early in the present century, educational administrators awoke to the fact that an extra curricular activity, namely athletics, was being taken over in many cases by undesirable teachers in the community. A reorganization which placed the boys under the guidance of regular teachers was completed in about fifteen years. This reorganization relegated the former coaches to the status now referred to as "drug store coaches".⁴³

Most of us really do not understand children nor are we emotionally equipped to face the problems involved in guiding the development of young people.⁴⁴

The coach, however, has to be a super-teacher.⁴⁵

³³ Editorial. "Sports Make Men." *The Athletic Journal*. November, 1940. p. 18.
³⁴ Edward Dana Caulkins (Lecture by Howard J. Savage). *School Athletics in Modern Education*. Wingate Memorial Foundation, New York City, 1931. p. 42.

³⁵ Editorial. "Athletics and the National Defense." *Athletic Journal*. December, 1940. p. 12.

³⁶ Clifford A. Morris. "Physical Education for Democracy." *Ohio Schools*. November, 1939. p. 414.

³⁷ Goodwin B. Watson. "Personality Growth Through Athletics." *Journal of Health and Physical Education*. September, 1938. p. 410.

³⁸ Carroll D. Champlin. "Cultural Value of Athletics." *The Journal of Education*. June, 1939. p. 191.

³⁹ "Editorials in Brief." *The School Executive*. January, 1941. p. 9.

⁴⁰ Jay B. Nash. *Interpretations of Physical Education*. Vol. 1. A. S. Barnes and Company, New York, 1931.

⁴¹ Mrs. Gertrude M. Dayton. "Afterschool Hours Prepare for Afterschool Years." *Journal of Health and Physical Education*. April, 1940. p. 272.

⁴² Elmer Dayton Mitchell. *Intramural Athletics*. A. S. Barnes and Company, New York, 1925. p. 16.

⁴³ John M. Harmon. "The Future of Coaching in Secondary Schools." *Education Journal*. April, 1933. p. 471.

⁴⁴ George Lawton. "Can Adults Ever Really Understand Children?" *Childhood Education*. April, 1940. p. 341.

⁴⁵ Knute Kenneth Rockne. *Coaching* (rev. ed.) The Devin-Adair Company, New York, 1933. p. 266.

Wise supervision of the playing field and gymnasium provides rich opportunities for the development of initiative, leadership, co-operation, and character. These opportunities rest in the hands of the high school coach. No other member of the high school faculty has the same intimate personal contact with the pupil athlete as the coach. . . .⁴⁶

In addition to being a sort of one-man war college, the head coach serves as a public-relations counsel with the public, the officials, the press, the student body and the alumni.⁴⁷

When a mentor is winning, he's a hero, and fans like us yell, What a team! and What a coach! But when the team bogs down and loses a few, students and alumni put the professor of 'skull practice' on the skids, on his way out. Coaching lacks security.⁴⁸

Hypnotized by the bromide that nothing succeeds like success, . . . alumni bawl and bellow for the scalp of the football team whose team does not win most of its games.⁴⁹

The above quotations seem to warrant the following general deductions: (1) The impending world crisis emphasizes the need of physical vitality. (2) Health education is the best possible solution to the problem. (3) During adolescence is the most opportune time to offer such training. (4) The best angle of approach is by the way of athletics. (5) American people will support athletics. (6) Unorganized athletics will not produce the best results. (7) Proper organization and conduct of athletics demands a coach. (8) The magnitude of the task and the manifold variety of possibilities render coaching a difficult position to fill. (9) Tenure of the coach is dependent upon success. (10) Success of the coach is too frequently measured by the one criterion, *victory*.

⁴⁶ Wagenhorst. *Op. cit.* p. 78.

⁴⁷ Herbert O. Crisler. "All Work and No Headlines." *Saturday Evening Post*. November 28, 1936. p. 46.

⁴⁸ Editorial. "Hit 'Em Hard." *The Rotarian*. October, 1940. p. 45.

⁴⁹ Editorial. "No Scalps Wanted." *The Literary Digest*. November 16, 1935. p. 37.

Chapter II

COLLEGES FROM WHICH KENTUCKY HIGH SCHOOL ATHLETIC COACHES GRADUATED

There seems to be little or no correlation between the size, age, type, or rank of the various colleges and their respective contributions to the vast corps of Kentucky high school athletic coaches. As Figure 3 indicated, the distribution of the schools studied was such as to discredit, to a great extent, the possible assumption of proximity. The distribution of the Kentucky colleges supplying coaches may somewhat resemble the distribution of secondary schools studied, but a careful study of the original source material revealed that athletic coaches have not settled down to labor in the shadow of their respective alma maters.

Whether or not this condition reflects the precariousness of the coaching position, the investigation did not disclose, but the very fact that such a condition exists, possibly tends to enhance the coach's salary needs. Other arguments frequently presented in favor of local teachers, as summarized by Cooke,¹ may incline one to justify a sympathetic attitude toward coaches in this respect.

No junior college was listed because four years of college preparation is a prerequisite to high school teaching in Kentucky. The college credited with the coach, in each instance, was the school granting the baccalaureate degree, without regard to junior college training or advanced training in a university. Suffice it to say that the majority of the coaches holding a master's degree had received such training at the University of Kentucky.

Where more than one athletic coach was employed and more than one name appeared on the records of the Kentucky High School Athletic Association, the head coach was selected. Where no information was available, the higher salary and the fewer academic classes taught, were the criteria used to determine the rank of the coach. It is realized that on this point, by crafty manipulation, the contrasts made later with the English teachers could have been considerably influenced, but the intention was to make an honest comparison between the coaches who did the most coaching and the English teachers who taught the most English.

¹Dennis H. Cooke. *Administering the Teaching Personnel*. Benj. H. Sanborn Co., Chicago, 1939. p. 70-118.

Table 1 shows the colleges from which the coaches, for each year of the eleven-year period, were graduated. The colleges are listed according to the total number of coaches supplied throughout the period. At the bottom of the table is given the number of coaches who graduated from colleges outside of Kentucky and the totals for the public and for the private colleges in Kentucky.

TABLE 1. THE COLLEGES FROM WHICH THE KENTUCKY HIGH SCHOOL ATHLETIC COACHES GRADUATED*

Name of College	Number of Coaches for Each Year of the Eleven-year Period Having Graduated from the Various Colleges										
	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
W. K. T. C.	12	13	13	13	11	10	11	11	11	12	10
U. of K.	8	8	7	8	9	9	9	11	11	12	11
Georgetown	7	5	5	5	5	5	6	7	9	8	9
Ky. Wesleyan	6	8	6	6	6	7	7	5	5	5	4
Centre	3	4	7	6	7	7	6	4	3	4	6
Transylvania	5	6	5	5	4	5	4	4	3	5	5
E. K. T. C.	4	2	3	4	4	1	2	2	2	4	6
Berea	1	3	3	3	3	3	4	4	5	3	2
Murray	1	1	1	1	1	2	1	1	1	1	1
B. G. C. C.	1	1	1	1	1	1	1	1	1	1	1
Union	0	0	0	0	0	1	1	2	2	2	2
Morehead	0	0	0	0	0	1	1	1	1	1	1
From Colleges											
Outside of Ky.	19	16	16	15	16	15	14	14	13	9	9
Total from											
Pub. Colleges	25	24	24	26	25	23	24	26	26	30	29
Total from											
Pri. Colleges	23	27	27	26	26	29	29	27	28	28	29

* Data are from the annual reports of sixty-seven of the Kentucky high schools with membership in the Southern Association of Colleges and Secondary Schools for the school years 1930-31 through 1940-41.

It is observed in Table 1 that Western Kentucky Teachers College ranked first with an average contribution of more than eleven of the sixty-seven coaches. This means that among the twelve Kentucky colleges and various outside colleges contributing, Western Kentucky Teachers College produced more than one sixth of the grand total of coaches. The university of Kentucky ranked second with an average of 9.36. Third, fourth, fifth, and sixth places went to the private schools of Georgetown College, Kentucky Wesleyan College, Centre College, and Transylvania College with an average annual contribution of 6.45, 5.91, 5.18, and 4.63 coaches respectively. The gains registered by the University of Kentucky, Georgetown College, Centre College, Eastern Kentucky Teachers College, and Union College are

quite important while the loss credited to Western Kentucky Teachers College seems to indicate a one-year slump rather than a downward trend. Western Kentucky Teachers College supplied 21.8 per cent of the total number of coaches employed during the eleven-year period who were educated in the twelve Kentucky colleges. The University of Kentucky furnished 17.7 per cent; Georgetown College graduated 12.2 per cent; Kentucky Wesleyan College contributed 11.1 per cent; Centre College produced 9.8 per cent; and Transylvania College provided 8.7 per cent of the coaches who graduated from Kentucky colleges.

Public Colleges in Kentucky

The five public colleges in Kentucky (Eastern Kentucky Teachers College, Morehead State Teachers College, Murray State Teachers College, the University of Kentucky, and Western Kentucky Teachers College) had an average of 25.6 coaches for the eleven-year period. The year 1940-41 showed twenty-nine as compared to twenty-five for the year 1930-31. The extremes were twenty-three coaches for the year 1935-36 and thirty coaches during the year 1939-40. Figure 6 shows the trend of the supply of coaches from the public colleges in the state.

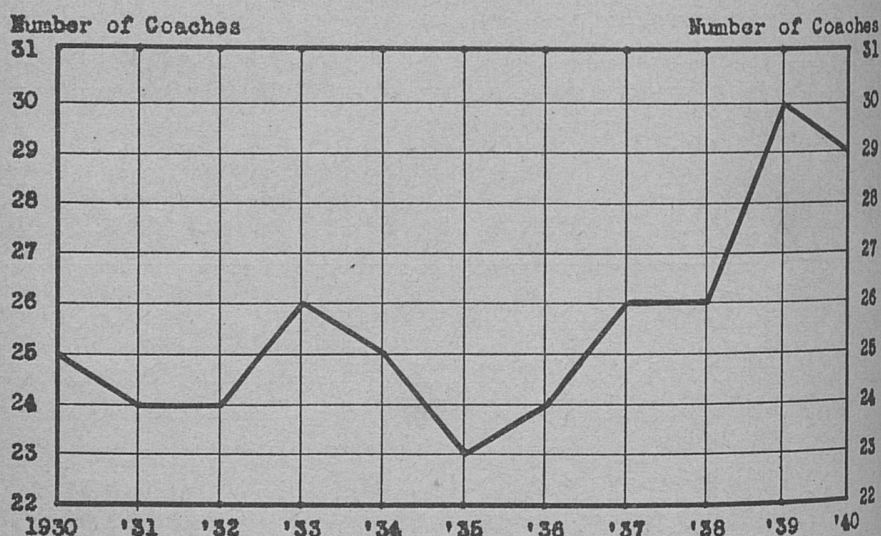


FIGURE 6. THE TREND OF THE SUPPLY OF COACHES FROM THE PUBLIC COLLEGES IN KENTUCKY.

It is realized that the scope of the study is too limited to warrant sweeping generalizations, but at least one indication seems to stand out: that a greater percentage of local public-college material is gradually being recruited into the coaching profession in Kentucky high schools.

Private Colleges in Kentucky

Figure 7 shows the trend of the number of coaches supplied by the seven private colleges in Kentucky (Berea College, Bowling Green College of Commerce, Centre College, Georgetown College, Kentucky Wesleyan College, Transylvania College, and Union College.)

Figure 7 shows that even though the public colleges registered a gain in the number of coaches supplied (Figure 6), this gain was not achieved at the expense of the private colleges, because they too recorded a steady rise. Beginning in 1930 with a total of twenty-three coaches, the trend of supply was generally upward to a total of twenty-

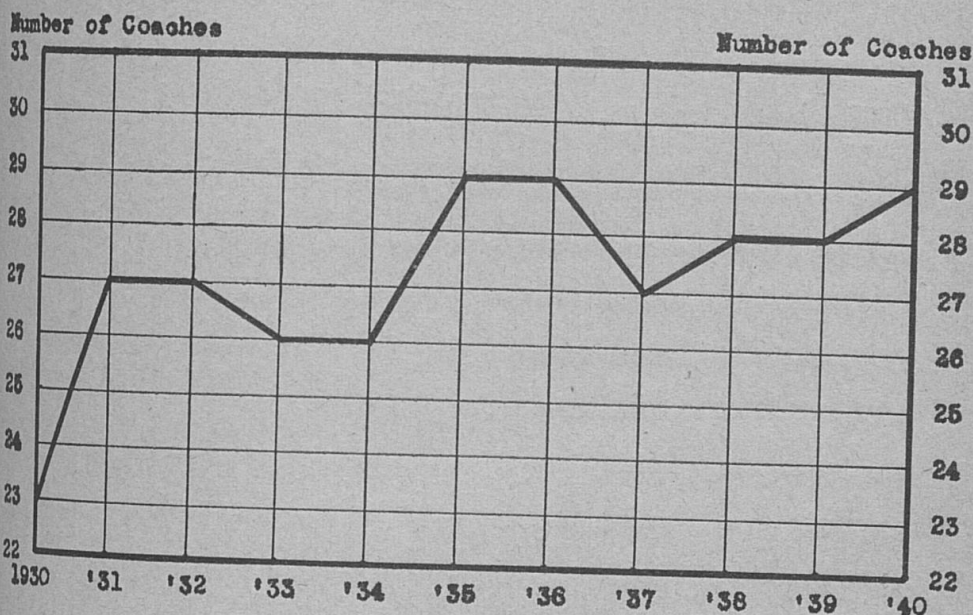


FIGURE 7. THE TREND OF THE SUPPLY OF COACHES FROM THE PRIVATE COLLEGES IN KENTUCKY.

nine. Subsequent data seem to encourage the supposition that, for some unknown reason, the year 1930-31 was an abnormally lean year for the private colleges. The private schools in question are old and well-established institutions and there is little reason to believe that a general trend would indicate such an abrupt rise.

It is of interest to note that the seven private colleges, with an enrollment of slightly more than one third that of the public colleges, supplied an average of one and one half more coaches annually. These figures are less puzzling, however, when one considers the probability that college enrollment has little to do with the number of players on the football or basketball squads. A consideration of this hypothesis in all its ramifications would favor the opinion that the

small college can graduate approximately as many prospective coaches having had first-team playing experience as the larger college can hope to graduate.

One of the first questions asked by school administrators concerning a prospective coach is: Did he play on the team? This particular qualification being paramount in the opinion of many school administrators, in the quest for a coach, makes it difficult for the large school to place more coaches in the field than the smaller school is able to place.²

The study made by Hembree³ concluded that the size of his college ranked least in importance among the many bases upon which school administrators would select the coach of athletics. The two preceding statements may be strengthened by a careful study of the following topic.

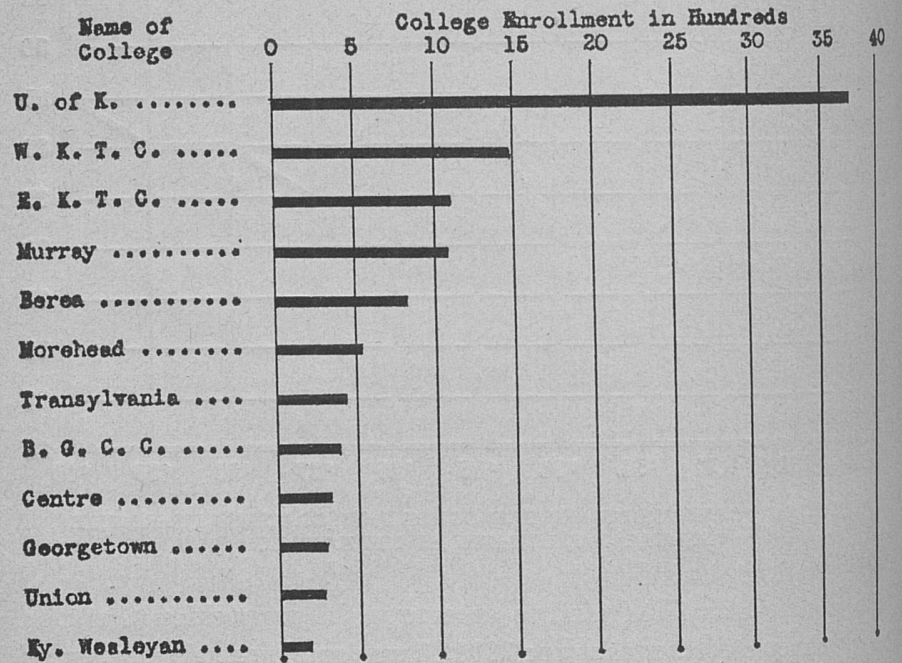


FIGURE 8. ENROLLMENT OF THE KENTUCKY COLLEGES WHICH SUPPLIED ONE OR MORE OF THE ATHLETIC COACHES STUDIED.

Coaches Supplied According to the Size of the Institutions

In order that one may further study the item of coach production of the various Kentucky colleges, the problem is taken up and viewed from an entirely different angle. This time the figures are computed on the basis of the average number of coaches in service, in the sixty-

² Statement made by Professor M. E. Ligon, Director of the Placement Bureau, University of Kentucky.

³ George Nelson Hembree. *A Survey of the Status of the High School Athletic Coach in Kentucky*. Master's Thesis. University of Kentucky, 1935. p. 47.

seven schools during the eleven-year period, per one hundred of the student enrollment of the respective institutions. Figure 8 illustrates the comparative enrollments of the Kentucky colleges having had one or more graduates coaching athletics in the schools studied at any time during the eleven-year period.⁴

The University of Kentucky had an enrollment of 3,725 which was approximately two and one-half times its nearest equal, Western Kentucky Teachers College, which had an enrollment of 1,491. Eastern Kentucky Teachers College came third with 1,094 and Murray State Teachers College closely followed with 1,092. The remainder of

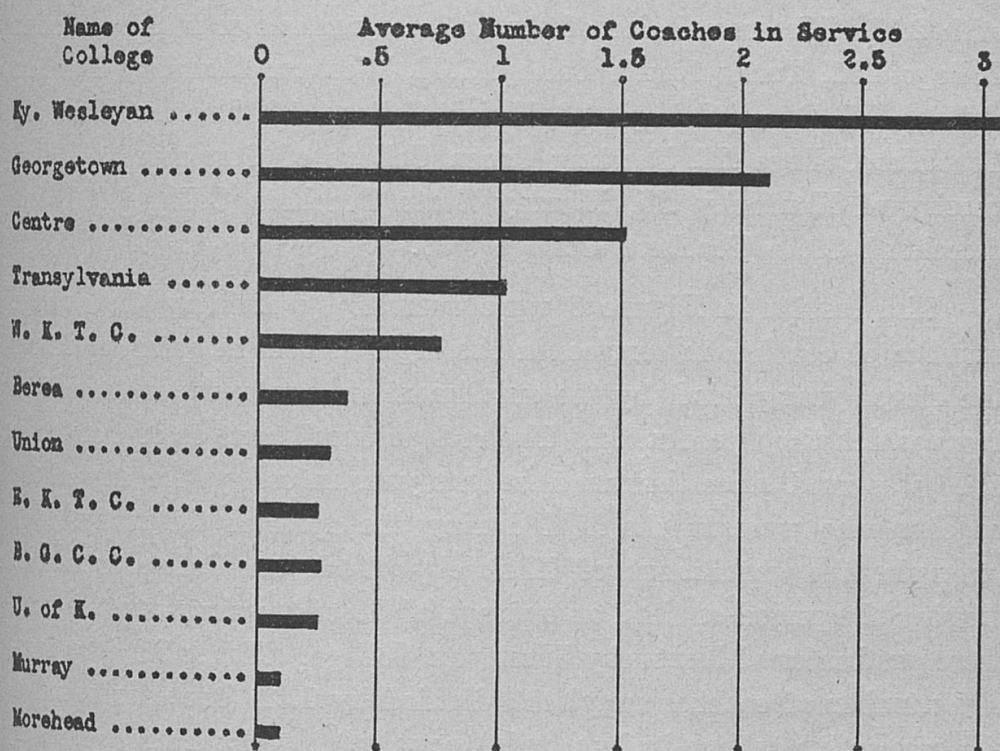


FIGURE 9. THE COLLEGES RANKED ON THE BASIS OF THE AVERAGE NUMBER OF COACHES IN SERVICE, IN THE SIXTY-SEVEN SCHOOLS, PER ONE HUNDRED OF THE STUDENT ENROLLMENT.

the colleges ranked as follows: Berea College 809; Morehead State Teachers College 556; Transylvania College 449; Bowling Green College of Commerce 395; Centre College 343; Georgetown College 305; Union College 295; and, Kentucky Wesleyan College 191.

Attention is called to the fact that enrollments as of October 1, are somewhat misleading in a comparison of colleges which specialize in teacher training with colleges in which other interests predominate.

⁴Data are taken from the files in the office of the Dean of the College of Arts and Sciences, University of Kentucky. Enrollment as of October 1, 1939.

Many Kentucky county school districts continue the practice of opening rural elementary schools in July and, thereby swell the second-semester enrollments of the teacher-training institutions.

Figure 9 re-ranks the colleges listed in Figure 8 according to the average number of coaches in service, in the sixty-seven schools studied, per one hundred of the student enrollment of the respective colleges.

On this basis, Kentucky Wesleyan College ranked first with an average of 3.08 coaches in service in the sixty-seven schools, per one hundred of its student enrollment. Georgetown College placed second with 2.11. The remainder of the colleges ranked as follows: Centre College 1.51, Transylvania College 1.03, Western Kentucky Teachers College .77, Berea College .38, Union College .30, Eastern Kentucky Teachers College .27, Bowling Green College of Commerce .27, University of Kentucky .25, Murray State Teachers College .099, and Morehead State Teachers College .097.

The results in Figure 9 were derived by dividing the average number of coaches in service, in the high schools in question during the eleven-year period, by the enrollment in hundreds, of the college from which they graduated. The college enrollment as of October 1, 1939 was used since that was the last year in college for any of the coaches who were in the field during the span of the study. For example, the enrollment of Kentucky Wesleyan College was 191. During the period of time, an average of 5.9 of the sixty-seven coaches were graduates of Kentucky Wesleyan College. Hence 5.9 (the average number of coaches supplied) divided by 1.91 (the enrollment of the respective college in hundreds) equals 3.08 (the average number of coaches in the field per one hundred of the college enrollment).

This, again, may not be so meaningful since Kentucky Wesleyan College, with its enrollment of 191 students would have approximately the same number of players on its basketball squad as would the University of Kentucky with its student enrollment of 3,725.

It is, nevertheless, interesting to note that the correlation between the enrollments of the twelve colleges in question and the number of coaches in service in the sixty-seven high schools comprising the study is $-.27$. Data used in the computation were taken from Figures 8 and 9. Such a negative correlation tends to verify previous assumptions.

Colleges Outside of Kentucky

All coaches having graduated from colleges outside of Kentucky were grouped together and no attempt was made to keep a separate record of the various outside institutions. Beginning at the high point of nineteen for the school year of 1930-31, the trend of coaches supplied by colleges outside of the state was generally downward to the low mark of nine for the years of 1939-40 and 1940-41.

In commenting on teacher turnover and interstate migration, Anderson and Eliassen have said that some states continue to rely on many teachers from outside sources.⁵ If this statement is a reflection

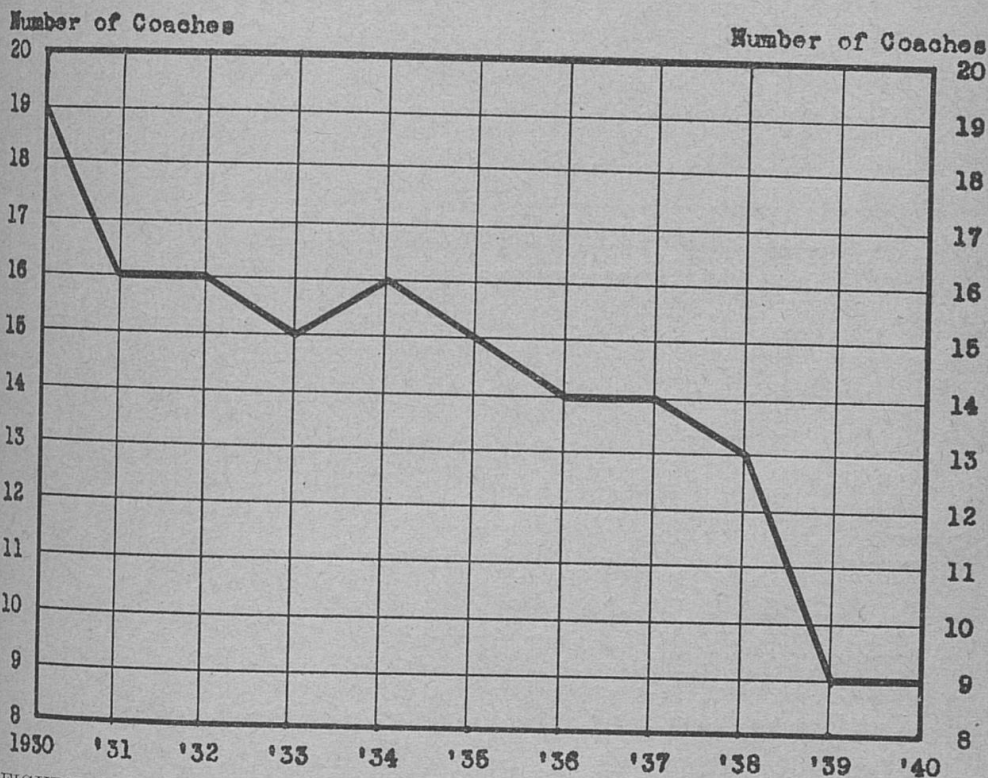


FIGURE 10. THE TREND OF THE SUPPLY OF COACHES FROM COLLEGES OUTSIDE OF KENTUCKY.

on past practices of teacher-training institutions, the trend of the coach supply for Kentucky high schools from the colleges inside the state seems to, at least faintly, indicate additional stress on quality in the coach-producing institutions of the state. However, it will be shown later that such a downward trend does not hold true regarding the sixty-seven English teachers in the same high schools. The trend of the supply of coaches from colleges outside of Kentucky is shown graphically in Figure 10.

⁵ Earl W. Anderson and R. H. Eliassen. "Teacher Supply and Demand." *Review of Educational Research*, June, 1940. p. 179.

From a comparison of Figures 6, 7, and 10, it will be observed that the rise in the supply of coaches from both public and private colleges in the state has been at the expense of the colleges outside of Kentucky.

The Colleges from Which the Sixty-Seven English Teachers in the Schools of the Study Graduated

The information under this heading is given in order that additional light may be thrown upon the background of the English teachers in the sixty-seven high schools of the study since the tenure, experience, teaching load, pupil load, salaries, higher degrees held, and principalships held by the coaches are contrasted with the English teachers in later chapters.

Where the high schools employed more than one English teacher, which was true in a great many instances, the following procedure was followed to determine which one to use in the study. If there was a difference in the number of English classes taught, the one teaching the greatest number was selected. Where the number of classes taught was equal, the English teacher whose name on the report appeared alphabetically nearest to the name of the coach, was used. This chance method, followed consistently, was presumably fair and unbiased.

Time and space forbid a detailed treatment of the various phases of the preparation of English teachers. It is believed that a brief presentation of the data will be sufficient for comparative purposes, if anyone desires to do so.

Table 2 shows the colleges from which the English teachers, for each year of the eleven-year period, were graduated. The colleges are listed according to the number of English teachers supplied throughout the period. As in Table 1, the totals for colleges outside of Kentucky and the totals for the public and for the private colleges in Kentucky are given at the bottom of the table.

A considerable change is observed in the placement of several of the colleges in Table 2 from the place occupied in Table 1. This shifting tends to further discredit the possible assumption that the scope of the study was too localized for general conclusions.

The information in Table 2 is treated briefly in connection with the two succeeding figures, consequently, little interpretation is offered regarding the table except to call attention to the consistently large proportion of the sixty-seven English teachers supplied by the University of Kentucky, Western Kentucky Teachers College, and Georgetown College.

TABLE 2. THE COLLEGES FROM WHICH THE HIGH SCHOOL ENGLISH TEACHERS GRADUATED*

Name of College	English Teachers for Each Year of the Eleven-year Period having Graduated from the Various Colleges										
	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
U. of K.	17	19	15	15	16	17	17	17	18	19	17
W. K. T. C.	9	7	6	5	7	9	11	14	13	10	10
Georgetown	8	9	10	10	7	6	10	5	5	7	7
Ky. Wesleyan	5	6	7	6	4	4	3	4	4	3	2
E. K. T. C.	4	3	2	2	3	2	5	4	4	2	2
Transylvania	3	3	2	4	4	3	1	3	2	3	3
Murray	1	1	2	2	1	2	1	1	3	3	3
Berea	3	3	2	2	2	1	1	1	2	1	1
Centre	0	0	1	1	1	1	3	2	1	0	0
Morehead	0	0	0	0	1	1	1	1	0	1	1
Union	0	0	0	0	0	0	0	1	1	1	1
Asbury	0	0	0	0	0	0	0	1	1	0	0
From Colleges Outside of Ky.	17	16	20	20	21	21	14	13	13	17	20
Total from Pub. Colleges	31	30	25	24	28	31	35	37	38	35	33
Total from Pri. Colleges	19	21	22	23	18	15	18	17	16	15	14

* Data are from the annual reports of sixty-seven of the Kentucky high schools with membership in the Southern Association of Colleges and Secondary Schools for the school years 1930-31 through 1940-41.

A number of abrupt changes in the totals listed at the bottom of the table are interesting. The sudden rise in the number of English teachers from colleges outside of the state at the beginning of the year 1932 is striking. The same period witnessed a drop of five English teachers from public colleges within Kentucky. The year 1934 shows a gain over the previous year of four teachers from the public colleges in Kentucky with a drop of five teachers from the private colleges. The year 1936 experienced the greatest change in which the colleges from outside of Kentucky lost seven representatives in the various English-teaching positions while a like number was gained jointly by the public and the private colleges within Kentucky.

Figure 11 uses the three rows of horizontal figures at the bottom of Table 2 to show graphically the respective numbers of English teachers having graduated from various types of educational institutions.

From Figure 11 it is seen that during the entire eleven-year period from 1930 to 1940 the public colleges of Kentucky and the colleges outside of Kentucky gained two teachers and three teachers

respectively from the private colleges of Kentucky. An interesting revelation of the figure is found in the trend of the English teachers supplied by the public colleges. Observation of the correlation between this trend and the salary trends in Figure 43 of Chapter VIII offers some food for thought. This study, however, does not attempt to verify that there is, in reality, a common correlation between the trend of the percentage of public college graduates in the teaching profession and the salary trend of public school teachers though the data would seem to indicate a mutual relationship.

Figure 12, by the same procedure used in Figure 9, ranks the various Kentucky colleges according to the average number of English teachers in service, in the schools of the study, per one hundred of the student enrollment of the college.⁶

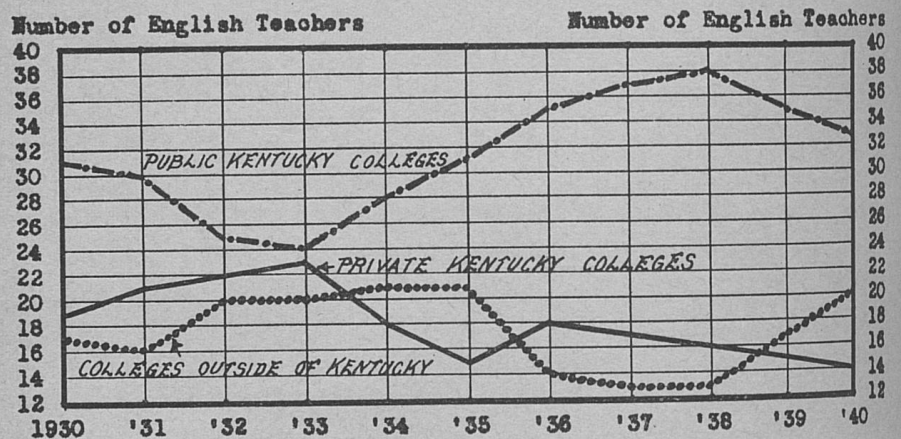


FIGURE 11. THE TRENDS OF THE SUPPLY OF ENGLISH TEACHERS FOR THE SIXTY-SEVEN SCHOOLS FROM THE PUBLIC AND THE PRIVATE COLLEGES IN KENTUCKY AND FROM COLLEGES OUTSIDE OF THE STATE.

On this basis, Georgetown College ranked first. It had an average of 2.5 English teachers in service, in the sixty-seven high schools studied, per one hundred of its student enrollment. Kentucky Wesleyan College ranked second with 2.28 English teachers in the schools of the study for each one hundred students enrolled in the college. The rank of the remainder of the colleges as to ratio of English teachers to each one hundred students enrolled was as follows: Transylvania College .62; Western Kentucky Teachers College .61; University of Kentucky .41; Eastern Kentucky Teachers College .27; Centre College .26; Berea College .21; Murray State Teachers College .16; Union College .12; Morehead State Teachers College .097; and Asbury College .037.

⁶ Asbury College, which did not place in coach production, had an enrollment of 468.

It is understood that in such computations the University of Kentucky is handicapped by its enrollments in various colleges not instituted for the purpose of training students for the teaching profession. In like manner, with some of the private colleges the training of teachers is only a secondary function. Furthermore, there may be other high schools in other localities, the inclusion of which would radically affect various placements in Figure 12. As mentioned earlier, the sixty-seven schools included in this survey were carefully selected for the purpose of determining the status of the athletic coach in Kentucky high schools and without concern for many phases of data which came to light as the study progressed.

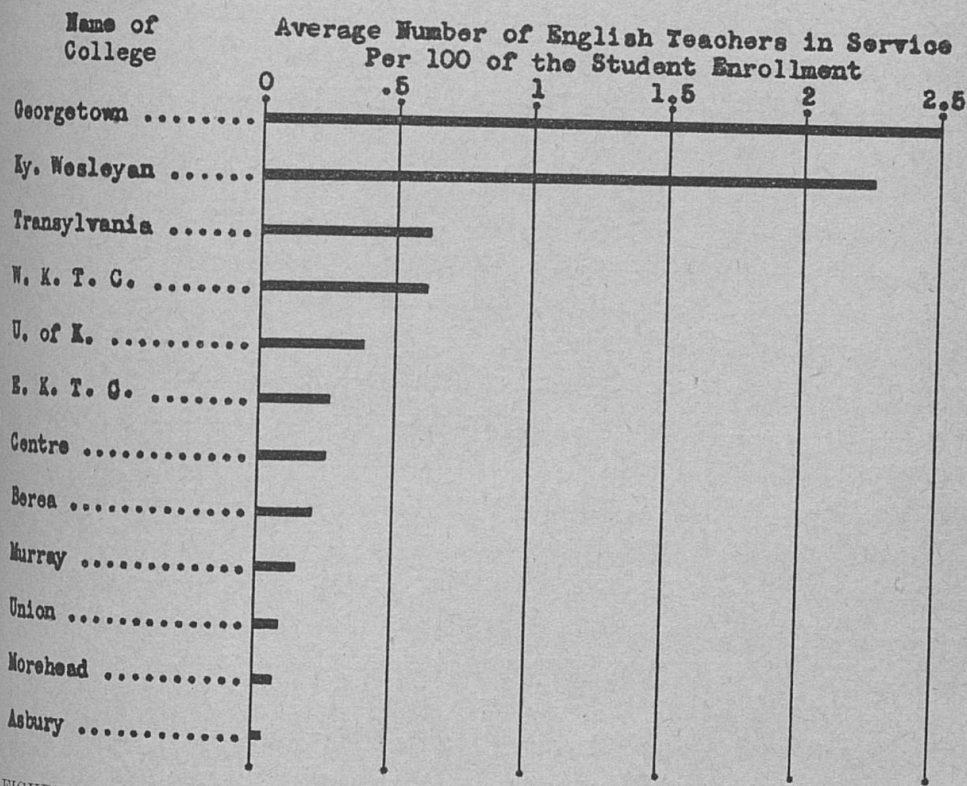


FIGURE 12. THE COLLEGES RANKED AS TO THE AVERAGE NUMBER OF ENGLISH TEACHERS IN SERVICE, IN THE SIXTY-SEVEN HIGH SCHOOLS STUDIED, PER ONE HUNDRED OF STUDENT ENROLLMENT OF THE COLLEGE.

Chapter III

THE FIELDS OF PREPARATION OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES

No attempt was made in the present study to investigate the preparation or qualifications of coaches other than their college training. Much consideration was given to the possibility of circulating a questionnaire for the purpose of ascertaining an estimate of such qualities as personality, teaching power, ability as a disciplinarian, constructive leadership, and educational standing, but the idea was abandoned upon concluding that such topics and technique rightfully belonged to a separate study.

This should by no means be construed to minimize the importance of innumerable other desirable attributes of the coach. During a summer session of Teachers College, Columbia University,¹ several classes of graduate students, including eighty-five superintendents, eighty-five high school principals, eighty-five high school teachers, and eighty-five teachers of physical education—all of whom had had practical experience in their respective fields, filled out a short questionnaire which dealt with the administration of high school interscholastic athletics. One of the questions was: Enumerate in order of merit what you consider the ten most desirable qualities of a high school coach. Every group ranked *irreproachable moral character* first. However, Wagenhorst² explains that unfortunately, character and many other of the finer qualities have considerably less weight when gauged by the sport-patronizing public; that in too many places the high school athletic team is regarded by the group as the proper channel through which to satisfy community pride; the sport partisans desire a winning team and absolutely demand it of the coach; that they are less concerned about the high qualities of manhood and sportsmanship of the coach than the final result of the game; and that they measure his coaching ability in terms of victories rather than by the influence exerted for good.

Aside from the ethical attitude of administrators and the unjustifiable view taken by sport enthusiasts which enhances the jeopardy of athletic directors, another factor is everlastingly present which

¹ Lewis Hoch Wagenhorst. *The Administration and Cost of High School Interscholastic Athletics*. Teachers College, Columbia University, New York City, 1926. p. 87.

² *Ibid.* 84.

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further complicates his uncertainty. In the milder sports, where the competition involves less mental stress and strain, this absence of tension has enabled sportsmanship more easily and more readily to reach a very fine level, but, according to Rockne, it is not so with basketball or football. Rockne emphasized the fact that it is more difficult for a football coach to keep the proper perspective. "This is due to the fact that the very fierceness of the contest produces emotional clouds, making it difficult for judgment and fair play to pierce the dense fog of emotionalism."³

The special training of coaches, the number of sports which coaches played, the deficiencies and proficiencies of the coaches as listed by school administrators, and other related topics have been carefully and thoroughly treated by another study which included many phases not touched on by the present investigation.⁴

TABLE 3. THE FIELDS OF PREPARATION OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES*

Name of Subject	The Number of Times the Various Subjects Appeared as a Major or Minor in the College Preparation of Coaches										
	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
Social Science	37	44	46	44	42	42	43	39	40	44	48
Science	33	30	27	26	29	28	29	32	29	34	36
English	21	25	28	25	29	27	25	25	20	20	21
Education	25	25	21	22	21	23	23	23	19	17	13
Mathematics	13	10	13	18	18	18	18	19	17	18	19
Physical Ed.	7	11	11	14	15	15	15	18	18	22	22
Foreign Lang.	5	5	3	3	4	4	3	3	4	2	3
Agriculture	3	4	4	3	3	2	1	3	4	4	3
Commerce	4	2	2	3	4	2	2	2	3	3	4
Manual Arts	3	4	4	5	3	2	4	2	2	1	1
Music	1	1	1	1	1	1	1	1	1	1	1

* Data are from the annual reports of sixty-seven of the Kentucky high schools with membership in the Southern Association of Colleges and Secondary Schools for the school years 1930-31 through 1940-41.

Since classroom teaching involves the greater portion of the average coach's working hours, his academic preparation in the subjects which he attempts to teach is a matter of major concern. Table 3 shows the relative frequency of times that the various subjects appeared either as a major or minor in the academic and professional

³ Knute Kenneth Rockne. *Coaching* (rev. ed.). The Devin-Adair Company, New York, 1933. p. 158.

⁴ George Nelson Hembree. *A Survey of the Status of the High School Athletic Coach in Kentucky*. Master's Thesis. University of Kentucky, 1935.

preparation of coaches. It should be understood that, for the sake of brevity, the list of subjects was somewhat condensed. For example, majors and minors in history, political science, economics, etc., were all grouped in the category of social science. Likewise science, as the term was here used, includes biology, chemistry, physics, etc. The subjects are arranged according to prominence throughout the eleven-year period.

Since most of the subjects will be treated separately and under a different heading, little explanation will be given concerning the table, as such, except to call attention to the consistent, broad training in the so-called fundamental subjects. The contents of the table

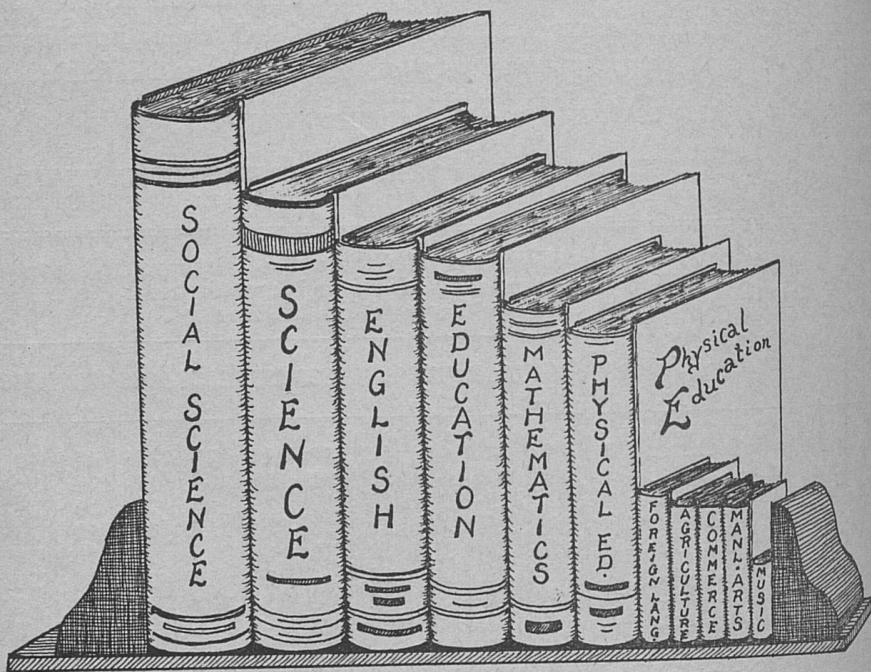


FIGURE 13. THE AVERAGE PREPARATION OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES.
($\frac{1}{4}$ inch square on rib of book equals one major or minor.)

should be regarded only in a general way as relatively little is expressed by the annual fluctuations of the various subjects. Subsequent analysis of the original data verified the supposition that wavering largely resulted from a haphazard listing of majors and minors on the annual reports which constituted the original source material.

In order to give the reader a sweeping view, Figure 13 is presented to show the average proportionate number of majors and minors in the various subjects.

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The surface of the rib of each book in Figure 13 is scaled proportionate, as indicated, to the eleven-year average number of majors and minors in that particular field. Computations were based on Table 3 and derived as follows: All majors and minors in each subject were averaged for the eleven-year period and since it was desired that the ratio of the width to the length of the rib of each book should be one to five, the following formula was used: X equals Width of rib; $5X$ equals Length of rib; $5X^2$ equals the eleven-year average; X equals

$$\sqrt{\frac{\text{The eleven-year average.}}{5}}$$

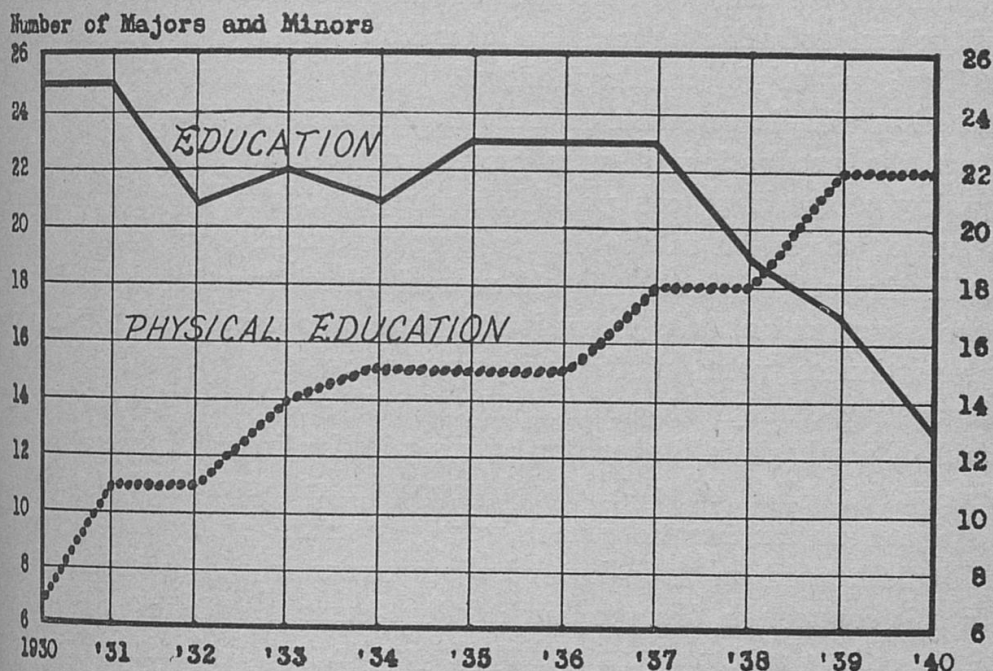


FIGURE 14. THE TRENDS OF EDUCATION AND PHYSICAL EDUCATION IN THE COLLEGE PREPARATION OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES.

The Fields of Education and Physical Education

Two of the most pronounced trends in Table 3 were in the fields of education and physical education. Figure 14 shows the trends of these two subjects in the college preparation of coaches.

The trend of physical education registered a steady rise from seven during the school year of 1930-31 to twenty-two during 1940-41. This means that more than three times as many athletic coaches in the sixty-seven schools held either a major or minor in physical education in 1940 as did in 1930. This seems to present a progressive outlook from the coaching point-of-view. Wagenhorst⁵ concludes that in many high schools the interscholastic athletic contests have in-

⁵ Lewis Hoch Wagenhorst. *The Administration and Cost of High School Interscholastic Athletics*. Teachers College, Columbia University, New York City, 1926. p. 77.

advertently aroused an uninformed public to the need and importance of an all-inclusive physical education program. If this is true, it goes without question that the coaches have accepted the challenge and are rising to conform with the anticipated change.

Some would suppose that the outlook from the teaching angle seems almost equally as unprogressive. In a state-wide survey made in 1934, it was shown that the replies from 287 Kentucky school administrators listed the lack of professional training as a deficiency of coaches, sixty-six times, while the failure to produce winning teams was listed only sixty-one times.⁶ Again in the same study it was found that the bases on which school administrators decide the tenure of the coach of athletics are: first, character building; second, teaching ability; and third, coaching ability.⁷ While it is admitted that good teaching will do as much or more to increase the tenure of coaches than the production of winning teams, coupled with an inferior quality of teaching, can possibly accomplish, it is believed that the trend of education in the college preparation of coaches is likewise indicative of progress. The old normal school transformed teaching into a profession, but, in so doing, went to absurd extremes in the proportionate part of the preparation related to method. The developing concept of professionalized subject-matter has initiated a shift of emphasis in the teacher-training institutions from mere theory to content. This better-balanced preparation has soothed the scalps of the education fanatics which were yet smarting from the coals of ridicule heaped on their heads by professors in the academic fields. In this connection, Harper says: "Furthermore, it hasn't been long since college and university men began to leave off ridiculing the science and art of teaching."⁸

These remarks are to stress the importance of the coach learning something to teach rather than to philosophize upon the absurdity of one learning how to teach what he doesn't understand. A coach needs education, but the legal requirement for high school teacher certification in Kentucky, is ample to care for his average needs, hence education as a means to an end rather than an end within itself. The opinion shared by a great many people, who are authorities in the field, may be summed up thus: A coach who can't teach, can't coach. That a knowledge of teaching technique is essential, if a coach is to impart facts in such a way that the players can assimilate them, is clearly and forcefully brought out by Rockne.⁹

⁶ Hembree. *Op. cit.* p. 69.

⁷ *Ibid.* p. 57.

⁸ Charles R. Harper. "Trends in Teacher Education." *Educational Administration and Supervision*. September, 1939. p. 468.

⁹ Knute Kenneth Rockne. *Coaching* (rev. ed.). The Devin-Adair Company, New York, 1933. p. 158.

Whether the decrease in the majors and minors in education influenced the reduction of principalships held by coaches, as shown in Chapter VII, or the lessening in principalships reflected in the preparation in education, the fact remains that each declined.

The Four Fundamental Fields

The fields of social science, science, English, and mathematics appear in a degree to indicate a broad training of the average coach. Figure 15 shows the trends of these four academic subjects in the college preparation of coaches.

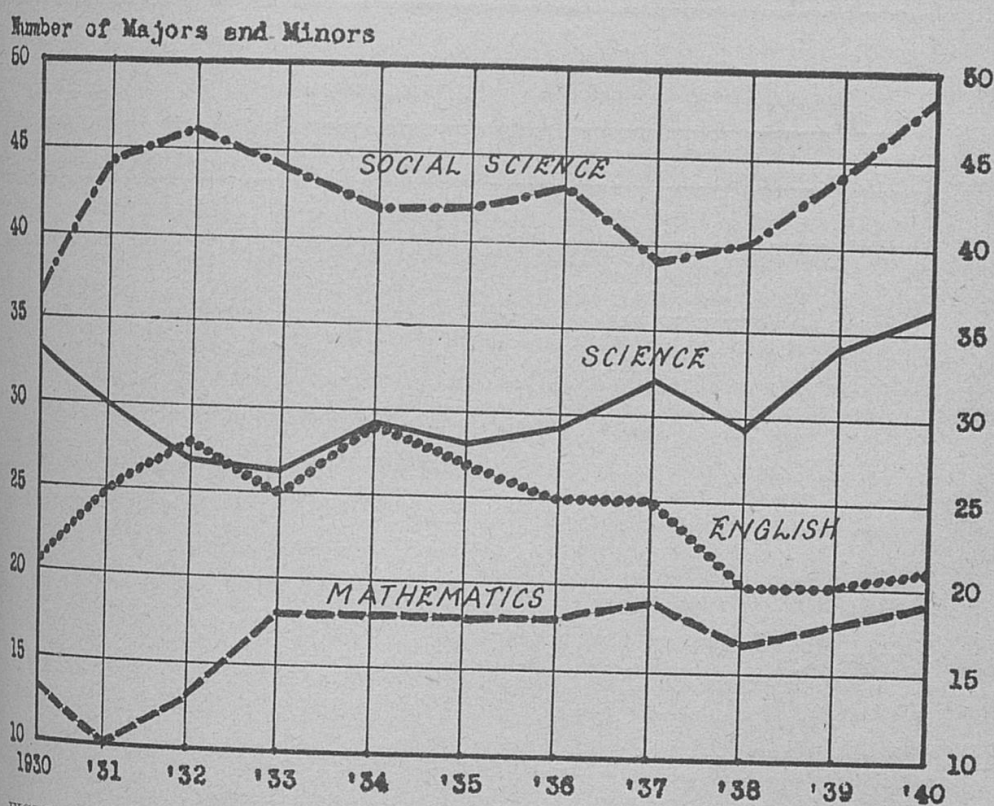


FIGURE 15. THE TRENDS OF THE FOUR FUNDAMENTAL SUBJECTS IN THE COLLEGE PREPARATION OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES.

It is needless to mention that the preparation of coaches through the eleven-year period revealed no radical change in the relative frequency of majors and minors in the four fundamental subjects. Social science gained eleven points, mathematics gained six points, science gained three points, and English was the same at the close of the period as it was at the beginning. The scope of the study is such that one would naturally anticipate some abrupt ups and downs in the graphs, but in so far as alterations in the general trends are concerned, little can be detected.

The Vocational Fields

Only the vocational subjects of agriculture, commerce, and manual arts appeared in the preparation or teaching fields of the coaches studied, consequently, the word vocational as here used, will imply only those three fields. Agriculture ranked highest of the three with only thirty-four appearances as a major or minor during the entire period. Commerce and manual arts tied with thirty-one appearances each. Figure 16 graphically shows the trend of the three subjects combined.

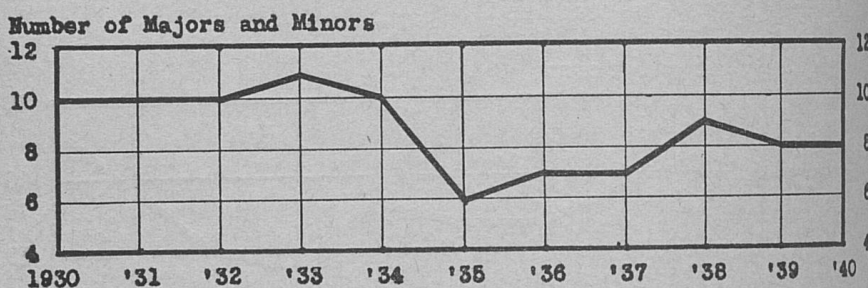


FIGURE 16. THE TREND OF THE VOCATIONAL SUBJECTS IN THE COLLEGE PREPARATION OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES.

When one considers the fact that the graph in Figure 16 is used to represent all vocational subjects combined, in the college preparation of the sixty-seven coaches, and that this total is many points below even the least of the fundamental subjects, it reduces the vocational subjects, in the preparation of coaches, to a level of little consequence. Few coaches, it seems, pursue vocational subjects in college and few coaches teach vocational work in high school, as will be observed later.

The Foreign Languages and Music Fields

More majors and minors (a total of thirty-nine) were earned in the foreign languages than in any one of the vocational fields—a fact which was probably due to the high language requirements of many colleges. Since less teaching was done in this than in any other field, it would seem to indicate that few coaches elected foreign language as a life's work. Only one of the coaches either majored or minored in music or taught it in high school. It so happened that this particular coach held the same position throughout the span of the study, consequently, music remained constant. Figure 17 shows the trend of foreign languages in the preparation of coaches.

The graph of Figure 17 indicates that the trend of foreign languages in the college preparation of coaches is generally down-

ward. The number of majors and minors in this particular field is too small, however, to permit one to attach much significance to the trend in the graph.

The prospective coach is cautioned that in spite of the fact that a broad and thorough preparation is essential to success in the field, and the additional probability that physical education is forging to the front, LaPorte¹⁰ urges a thorough mastery of the techniques of the sport or sports he proposes to coach if security is to be insured. He contends that progressive school administrators are less concerned with the department affiliation of the coach than with his particular qualifications for a given sport.

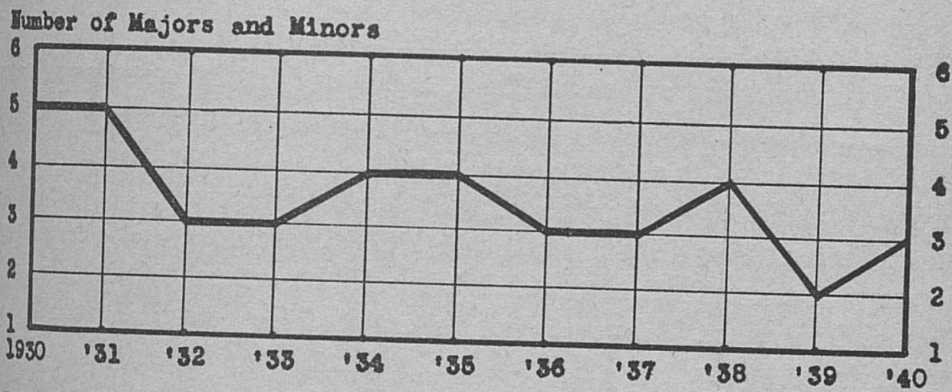


FIGURE 17. THE TREND OF FOREIGN LANGUAGES IN THE COLLEGE PREPARATION OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES.

¹⁰ Wm. Ralph LaPorte. "Is Our Athletic Philosophy Sound?" *Journal of Health and Physical Education*. December, 1939. p. 580.

Chapter IV

THE TEACHING FIELDS OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES

The average Kentucky high school athletic coach may yet be regarded as a full-time teacher, though the emphasis varies considerably from one school to another. In some schools, a teacher coaches—while in other schools, the coach teaches. Regardless of which consideration predominates, the quantity of teaching done by coaches is sufficient to demand consideration.

By a treatment of the academic teaching done by coaches with an apparent disregard of the teaching done in the gymnasium or on the athletic field by the same coaches is no wilful attempt to divorce the two, neither is it an injustice perpetrated to minimize the importance of the latter. Englehardt says: "Athletics have been an outstanding activity of the schools, one which has enlisted community-wide attention and support. Through games and public contests general interest in all the work of the schools has been stimulated."¹ This quotation is incorporated fully cognizant of the fact that athletics have, in many places, been abused.

McKown² endorses the fact that activities must be justified, not on the basis of their self-sustaining ability, but rather on the basis of educational contributions. Wagenhorst³ dwells at length on: the rich opportunities for the development of character, cooperation, leadership, and initiative provided by the gymnasium and playing field; the intimate, personal relationship existing between the coach and the pupils; and, the importance of exercising the greatest care in selecting the teacher thus empowered to mould the destiny of growing manhood.

There seems to be two prevailing criticisms relating to the justification of the amount of time the coach, a teacher supported by public taxation, devotes to directing athletics. The first, and probably the more violent, of these objections is to the effect that the time thus spent reaches and serves too few pupils. This accusation is partly

¹ Fred Englehardt. *Public School Organization and Administration*. Ginn and Company, New York, 1931. p. 531.

² Harry C. McKown (Editor). "Questions from the Floor." *School Activities*. January, 1941. p. 206.

³ Lewis Hoch Wagenhorst. *The Administration and Cost of High School Inter-scholastic Athletics*. Teachers College, Columbia University, New York City, 1926. p. 78.

answered from the coach's viewpoint by Wagenhorst,⁴ who thinks interscholastic athletic contests are frequently the means of promoting a thorough physical education program by arousing public opinion to the realization that all pupils could profit by what was good for the select; and by Rockne,⁵ who observed that more exercise was taken by the entire student body and a greater percentage of pupils participated in the minor sports in those schools having successful athletics. The same thought was expressed in *The School Executive*,⁶ which intimated that even seeing sports may do more for national defense than building fortifications could do.

The other criticism questions the time-consuming element of athletics, for the pupils participating, on the grounds that it retards the progress in other fields. This rebuke is discounted, from the athletic angle, by Savage,⁷ who thinks that school and inter-school athletics will help to promote health education; Rivett,⁸ who says in effect, that participation in athletics helps a pupil's grades, attendance, discipline, and social development; Fossit,⁹ who concluded that athletes rated as high or higher on every point of comparison as the non-athletes of equal mental ability; Harney,¹⁰ who showed that among students in the University of Kentucky, the non-athletes failed in more subjects, were more frequently dropped for poor scholarship, and were on probation oftener than the athletes; and House,¹¹ who found that 28 per cent more participants than non-participants in a Civilian Conservation Corps recreational program engaged in academic school work.

The teaching fields will be treated in the same manner as were the fields of preparation. This will enable one more easily to make comparisons between corresponding figures, should one desire to check the teaching against the preparation or vice versa. In general, the correlation is good and it should be borne in mind that any inconsistencies revealed are not to be regarded as a reflection against the coaches, but rather upon the administrators who select the teachers and build the programs.

⁴ Wagenhorst. *Op. cit.* p. 72.

⁵ Knute Kenneth Rockne. *Coaching* (rev. ed.). The Devin-Adair Company, New York, 1933. p. 163.

⁶ "Editorials in Brief." *The School Executive*. January, 1941. p. 9.

⁷ Howard J. Savage. *School Athletics in Modern Education*. Wingate Memorial Foundation, New York City, 1931. p. 42.

⁸ B. J. Rivett. "Past Accomplishments and Future Ideals." *The North Central Association Quarterly*. January, 1941. p. 293.

⁹ Flavious J. Fossit. *Comparative Ratings of Athletes and Non-Athletes in High School*. Master's Thesis. University of Kentucky, 1928. p. 79.

¹⁰ Clarence W. Harney. *A Comparison of the Scholarship of Athletes and Non-Athletes at the University of Kentucky*. Master's Thesis. University of Kentucky, 1935. p. 30.

¹¹ Darrell Clore House. *The Effect of a Civilian Conservation Camp's Recreational Program on the Realization of Its Educational Objects*. Master's Thesis. University of Kentucky, 1937. p. 22.

Many coaches have been unjustly criticised on this particular point, which is a common occurrence resulting from the twofold nature of the work required of the average coach. Should the condition be reversed, most of the critics would succumb to similar temptations. There is a low percentage of teachers in any field who prefer to join the ranks of the unemployed rather than to accept a position for which their preparation is slightly incomplete.

Table 4 shows the number of times that the various subjects appeared as a class recitation in the teaching fields of coaches. The subjects are again arranged according to prominence.

TABLE 4. THE TEACHING FIELDS OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES*

Name of Subject	The Number of Times the Various Subjects Appeared as a Class Recitation in the Teaching Fields of Coaches										
	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
Social Science	75	102	95	91	92	95	86	70	73	62	91
Science	82	72	84	84	64	62	61	59	59	63	48
Mathematics	45	48	53	53	59	62	58	70	70	68	63
Physical Ed.	27	25	25	25	27	30	33	31	36	52	34
English	15	15	15	19	28	28	19	19	17	17	17
Manual Arts	14	18	15	14	10	7	11	12	9	10	9
Commerce	11	4	4	4	5	5	5	5	5	7	7
Agriculture	3	2	2	2	5	2	2	4	6	2	2
Music	5	5	2	0	1	4	0	0	0	1	0
Foreign Lang.	2	5	2	2	1	1	1	1	0	0	0

* Data are from the annual reports of sixty-seven of the Kentucky high schools with membership in the Southern Association of Colleges and Secondary Schools for the school years 1930-31 through 1940-41.

Since Table 4 will be dismembered and the various subjects shown graphically and treated separately, only a brief explanation will be offered concerning the table as a unit. The table is placed here primarily to substantiate the various figures which will follow. A few significant facts, however, which should be pointed out are: the prominence of social science, mathematics, and physical education as teaching fields of coaches and their rise in popularity; the decline in prominence of manual arts and commerce; and, the complete disappearance of music and the foreign languages. The instability of social science renders its changes less suggestive of a general trend, while the trend of science seems to be distinctly downward and the trends of mathematics and physical education definitely upward.

It is interesting to note that the three fundamental subjects (social science, science, and mathematics) appear 10.54 times as frequently as the three vocational subjects (manual arts, commerce, and agriculture) in the teaching fields of Kentucky high school coaches. It is also of interest to note the abrupt drops from one subject to another, as one reads downward in Table 4. In order that these blunt diminutions may be more clearly visualized, Figure 18 is presented to show the average amount of teaching done in each of the various fields.

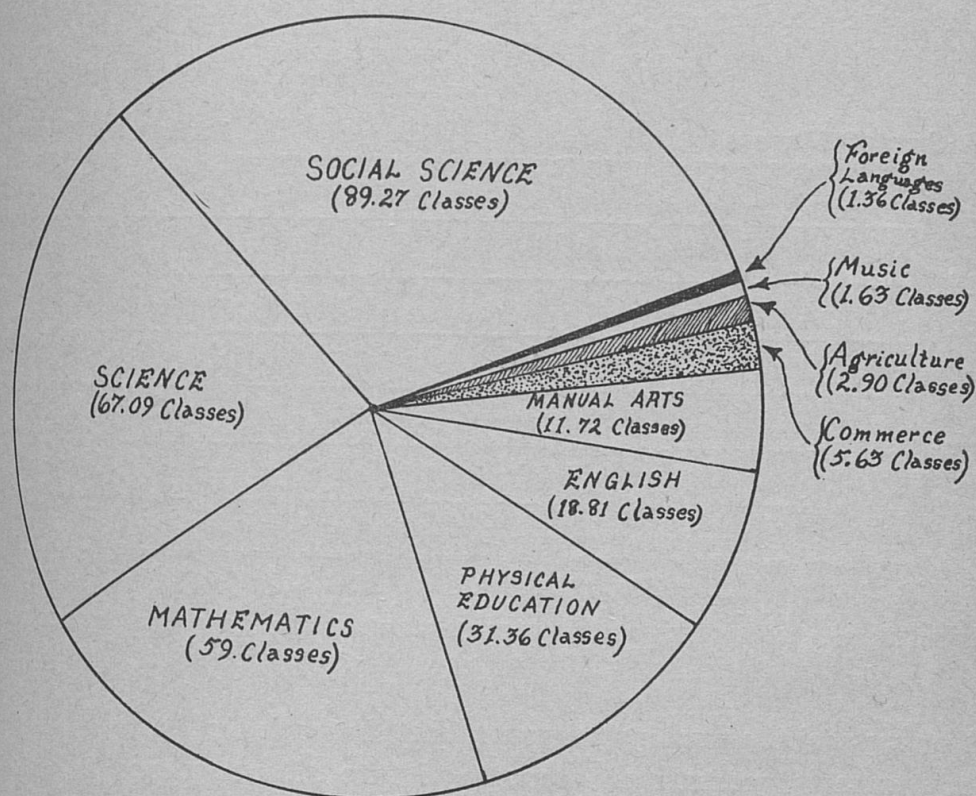


FIGURE 18. THE AVERAGE PROPORTIONATE AMOUNT OF TEACHING DONE IN EACH OF THE VARIOUS FIELDS BY KENTUCKY HIGH SCHOOL COACHES.

Figure 18 should be self-explanatory and no comment is offered except to call attention to the rapid increase from one subject to another as the figure is followed clockwise from foreign languages to social science.

The Field of Physical Education

Physical education, as a teaching field, was difficult to check throughout the compilation of data on account of the habitual tendency of some administrators (responsible for the annual reports from which the facts were taken) to list physical education without giving either the number of classes or pupil load. In such

instances no data were recorded. It is mentioned here in order to explain the freakish rise in the succeeding graph for the school year 1939-40, and to be considered as partial explanation of the difference in the teaching loads of coaches and English teachers, contrasted later. Figure 19 shows the trend of physical education in the teaching done by coaches.

Beginning with twenty-seven classes in physical education during the school year 1930-31, the data showed only thirty-four classes at the close of the period in 1940-41. A gain of only seven classes during the course of eleven years is relatively insignificant.

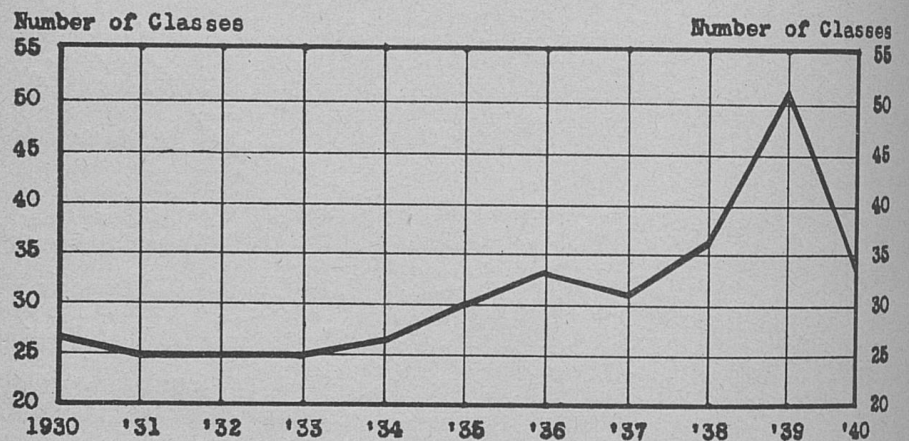


FIGURE 19. THE TREND OF PHYSICAL EDUCATION IN THE TEACHING DONE BY KENTUCKY HIGH SCHOOL ATHLETIC COACHES.

The supposition remains, however, that the peak for the year 1939-40 more nearly presents an accurate picture of current practice (the foundation for such an opinion was presented in the preceding paragraph). There seems to be little uncertainty but that the trend of physical education in the teaching done by coaches is substantially upward, no doubt approximating the inclination of the same subject in the preparation of coaches, as shown in Figure 14.

The Four Fundamental Fields

The four fundamental subjects (social science, science, mathematics, and English) continue to occupy the greater portion of the average coach's teaching time. Figure 20 shows the trends of these four fields in the teaching done by coaches.

The most noticeable trends in the teaching done in the four fundamental fields were the rise in mathematics (eighteen classes)

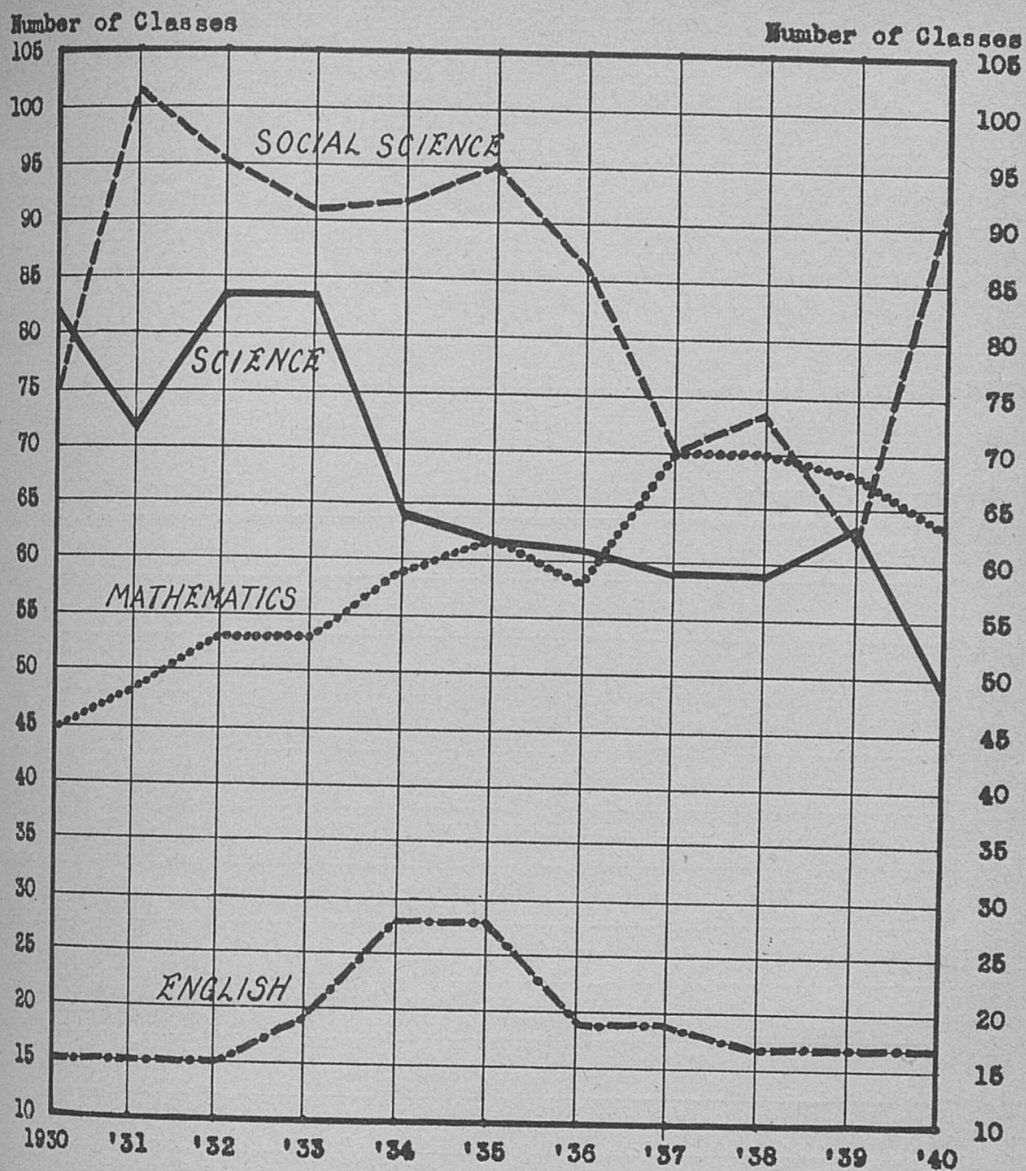


FIGURE 20. THE TRENDS OF THE FOUR FUNDAMENTAL SUBJECTS IN THE TEACHING DONE BY KENTUCKY HIGH SCHOOL ATHLETIC COACHES.

and the drop in science (thirty-four classes). Social science rose sixteen classes but, as previously pointed out, the trend was too irregular to lend itself to the formation of a sound conclusion.

There is more dispersion in social science than in any of the other subjects. As a matter of fact, the standard deviation is 12.10 classes with only a difference of sixteen classes between the first and last years of the study. This becomes more meaningful when contrasted with science which has a standard deviation of only 11.29 yet registers a loss of thirty-six classes during the period, or with mathematics which shows a gain of twenty-five classes but has a standard deviation of only 8.18.

Though English temporarily gained in popularity during the middle of the period, the close of the period found it only two classes higher than it was at the beginning. Mathematics seems to share with physical education the increasing tendency of the teaching done by coaches.

The Vocational Fields

As in preparation, the vocational subjects lagged considerably behind the fundamental subjects in the teaching done by the coaches. Figure 21 shows graphically the trends of the three vocational subjects, separately and as a group.

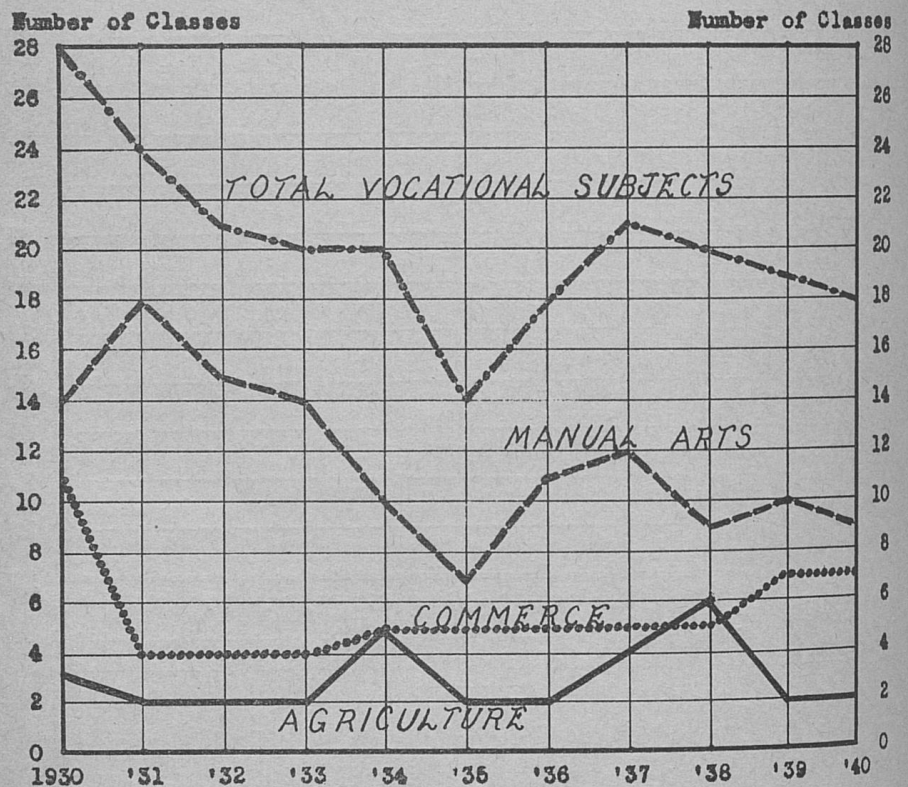


FIGURE 21. THE TRENDS OF THE VOCATIONAL SUBJECTS IN THE TEACHING DONE BY KENTUCKY HIGH SCHOOL ATHLETIC COACHES.

To safeguard against the possibility of hastily forming a misleading general impression, attention is directed to the fact that the same vertical space is used to represent two classes in Figure 21 as was used for brackets of five classes each in Figure 20.

In Figure 21 it is easily seen that fewer classes were being taught by coaches in each of the vocational subjects at the close of the period

than at the beginning. The total declivity was ten classes. The fact that these ten classes represent a loss of more than one-third of the total, may indicate that considerable significance can be attached to this downward trend.

The Foreign Languages and Music Fields

These two subjects apparently represent a dying issue in the teaching done by coaches, because they reach the vanishing point before the period closes. Music reappears twice then sinks into, at least temporary, oblivion. Figure 22 shows graphically the trends in the teaching of these two subjects by coaches. Attention is again called to the vertical scaling of the graph (each bracket representing only one class). The fluctuations in music, for example, though appearing quite momentous, indicate the shifting in the teaching fields of the one and only coach included in the study who taught music at any time during the eleven-year period.

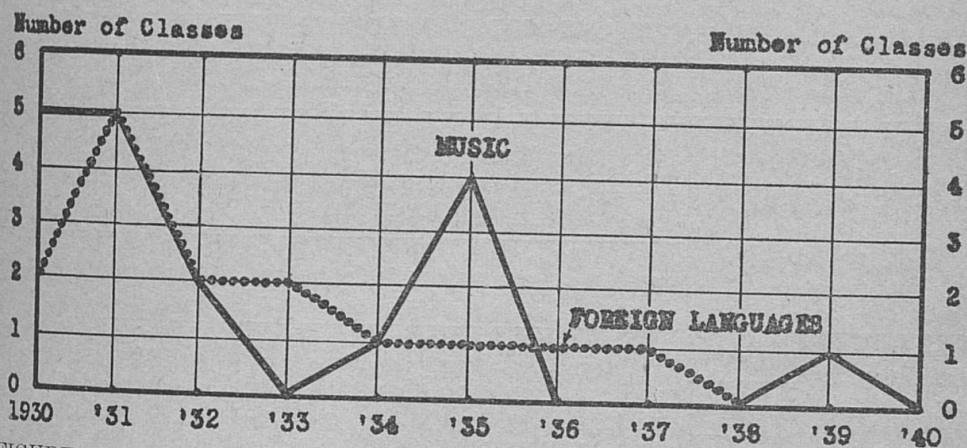


FIGURE 22. THE TRENDS OF FOREIGN LANGUAGES AND MUSIC IN THE KENTUCKY HIGH SCHOOL ATHLETIC COACHES.

It is easily seen in Figure 22 that neither foreign languages nor music play an important part in the teaching done by coaches. From a low beginning, the trend in each subject is generally downward to the zero line. It is recognized that the great majority of the high school teaching done in the fields of foreign languages and music is done by women, hence it is to be expected that only a small percentage of such teaching is done by the men engaged in coaching.

The Teaching Done Outside the Fields of Preparation

There is a probability that coaches do more teaching outside of their fields of college preparation than most other groups of high school teachers. If such an hypothesis were advanced there would

seem to be two possible causes of such a condition: Either the preparation of coaches is narrow or else the coach is frequently employed primarily on the basis of his reputation as a coach without regard to the other half of the dual roll which he is destined to play as both coach and classroom teacher. On the basis of available data, the latter supposition seems to be the sounder of the two. The study thus far would seem to indicate that the average coach's preparation is sufficiently broad. Contrary to a common accusation, coaches do not, according to this study, specialize in the so-called snap courses or courses better adapted to brawn than to brains. This would seemingly eliminate inadequate preparation as a major cause of the coaches teaching subjects in which their academic preparation is deficient. The supposition remains that poor coordination rather than poor preparation is the probable cause of the abnormal amount of classroom teaching done by athletic coaches outside of their fields of major and minor preparation.

TABLE 5. THE TEACHING DONE OUTSIDE THE FIELDS OF MAJOR AND MINOR PREPARATION BY KENTUCKY HIGH SCHOOL ATHLETIC COACHES*

Name of Subject	The Number of Classes Taught in the Various Fields by Coaches Who Neither Majored Nor Minored in the Subject										
	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
Mathematics	11	22	19	15	18	14	18	21	20	13	16
Science	12	14	19	26	21	15	13	5	8	6	5
Physical Ed.	15	15	12	14	12	12	13	3	9	16	9
Social Science ..	7	7	4	4	6	9	6	6	7	6	9
Manual Arts	4	0	0	0	0	1	3	5	2	7	6
English	0	0	1	1	1	2	3	2	2	7	4
Foreign Lang.	0	4	1	1	0	0	0	0	0	0	0
Agriculture	1	0	0	0	1	0	0	2	1	0	0
Commerce	2	0	0	0	0	1	0	0	0	0	0
Music	0	0	0	0	0	0	0	0	0	0	0

* Data are from the annual reports of sixty-seven of the Kentucky high schools with membership in the Southern Association of Colleges and Secondary Schools for the school years 1930-31 through 1940-41.

It is shown later in the study that the tenure of coaches is less than the tenure of English teachers. From this it may be reasonably supposed that the coach moves oftener than other teachers from one position to another. In other words, it is quite likely that the tempo of the proportionate influx and outflow is accelerated more with regard to coaches than any other group of teachers. The coach enters

a new position to labor with other teachers who are older on the job, established in their respective fields, and naturally the line of least resistance is to attempt to sandwich the coach into whatever teaching position happens to be vacant. Such a practice, if actually pursued to a very noticeable degree, is detrimental to a school, unfair to the pupils, and a marked injustice to the coach. It stands to reason that the coach cannot justly be labeled as an inferior teacher until after revealing indications of inefficiency in the field or fields for which he has prepared himself.

Table 5 shows the teaching done outside the fields of major and minor preparation by coaches. The subjects are listed according to importance, as determined by totals for the eleven-year period.

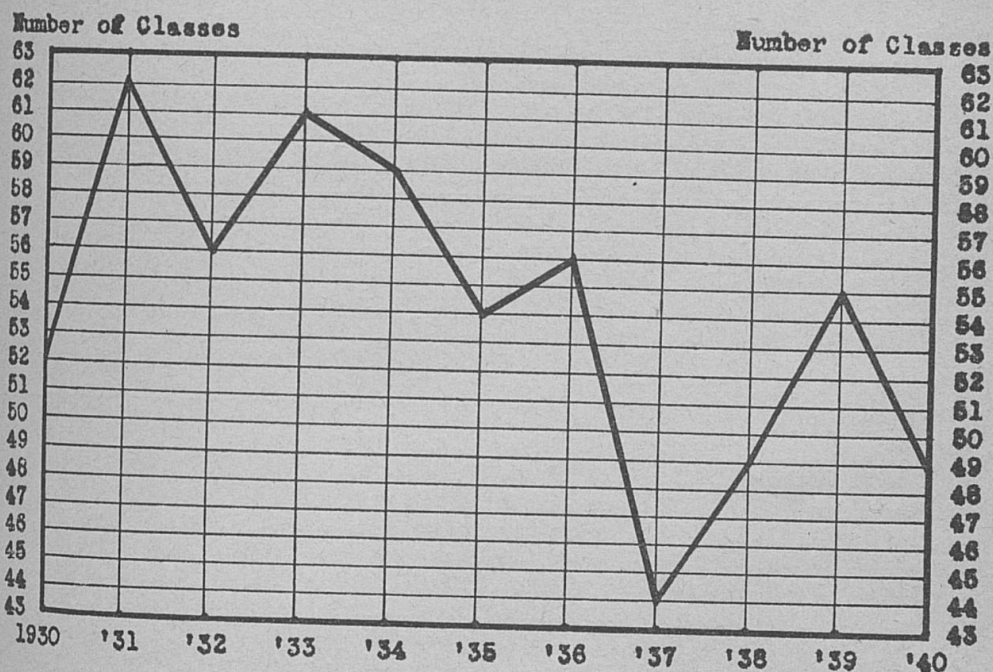


FIGURE 23. THE TREND OF THE NUMBER OF RECITATIONS TAUGHT OUTSIDE THE FIELDS OF MAJOR AND MINOR PREPARATION BY KENTUCKY HIGH SCHOOL ATHLETIC COACHES.

Analyzed in the light of Table 4, which gave the total amount of teaching done in the various fields, Table 5 becomes more meaningful. The shift of mathematics from third place as a teaching field to first place as a subject taught outside the fields of preparation is very significant. Likewise, the shift of social science from first to fourth place, physical education from fourth to third place, and manual arts from sixth to fifth place are inconsistencies which command attention. The trend in the amount of physical education taught outside the fields of preparation is glaringly out of agreement with

the rapid rise of physical education in the preparation of coaches and the slow rise of physical education in their teaching. This seeming contradiction helps to reinforce the previous contention that the peak in Figure 19 for the year 1939-40 more nearly unveils the recent trend of physical education as a subject taught by coaches.

In general, the trend of the total amount of teaching done outside the fields of preparation gives only a slight indication of improvement. Figure 23 shows the trend of all the teaching done outside the fields of preparation combined.

As mentioned above, the indication of the trend in Figure 23 gives little promise of immediate correction of this undesirable practice. It should also be borne in mind that this study pertains only to Southern Association schools, in which organization the requirements are supposedly more rigid.

TABLE 6. THE TEACHING, DONE WITHIN AND OUTSIDE OF THE FIELDS OF MAJOR AND MINOR PREPARATION BY KENTUCKY HIGH SCHOOL ATHLETIC COACHES*

Year	The Teaching Done Within the Fields of Major and Minor Preparation		The Teaching Done Outside of the Fields of Major and Minor Preparation	
	Number of Classes	Per Cent of Teaching	Number of Classes	Per Cent of Teaching
1930	227	81.6	52	18.4
1931	234	79.1	62	20.9
1932	241	81.8	56	18.2
1933	233	79.3	61	20.7
1934	233	79.8	59	20.2
1935	242	81.8	54	18.2
1936	220	79.7	56	20.3
1937	227	83.8	44	16.2
1938	226	82.2	49	17.8
1939	227	80.5	55	19.5
1940	222	81.9	49	18.1

* Data are from the annual reports of sixty-seven of the Kentucky high schools with membership in the Southern Association of Colleges and Secondary schools for the school years 1930-31 through 1940-41.

In connection with this, to avoid giving the wrong impression of the Southern Association of Colleges and Secondary Schools and to emphasize the opinion that the coaches are abused in this manner more than the other teachers, it may be of interest to know that not one of the English teachers studied was teaching outside the fields of preparation. This does not mean, however, that positively no classes in English were being taught by other than English majors and

minors. That, the study did not attempt to investigate. It simply means that by strict pursuance of the pre-determined criteria governing the selection of one English teacher out of each school for the study not one was selected, the further investigation of whom revealed her to have had less than a major or minor in English.

In order to facilitate the comparisons of totals, Table 6 is presented for the purpose of showing the total number of classes and the per cent of teaching done both within and outside of the fields of major and minor academic preparation.

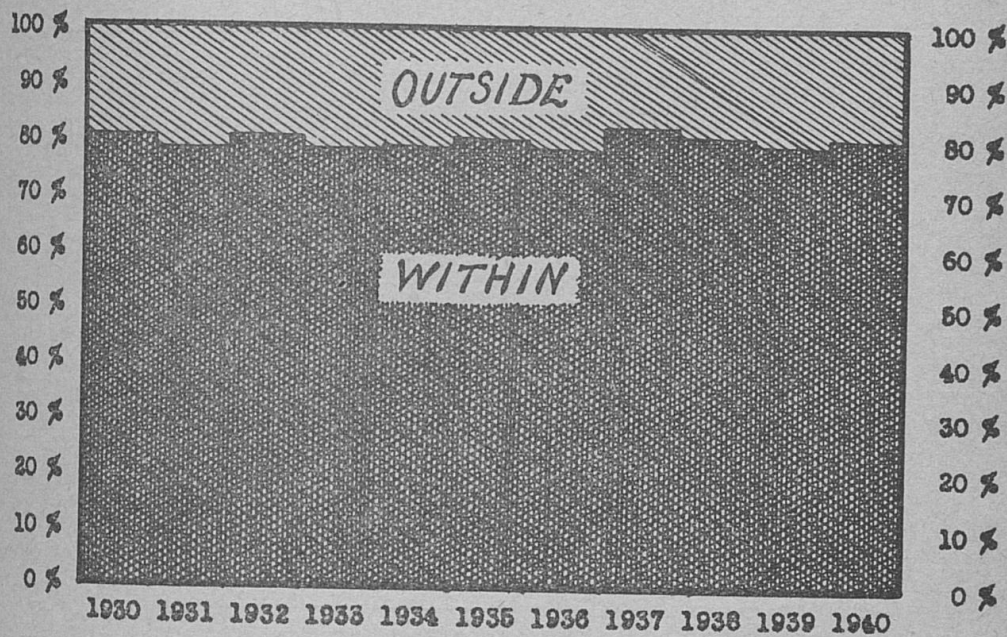


FIGURE 24. THE PER CENT OF TEACHING DONE WITHIN AND OUTSIDE OF THE FIELDS OF MAJOR AND MINOR PREPARATION BY KENTUCKY HIGH SCHOOL ATHLETIC COACHES.

In Table 6 it is readily discernible that what appeared in Figure 23 to be a downward trend in the teaching done outside of the fields of major and minor preparation was, in reality, partially a decline in the total amount of teaching done. The number of classes had been reduced by eight and the coach was doing only three tenths of one per cent more teaching within his major and minor fields at the close than at the beginning of the period covered by the study. This becomes more evident when one carefully analyzes the following figure.

The relation borne to the total amount of teaching done by coaches, by the per cent of teaching done outside of the fields of major and minor preparation, is shown in Figure 24. This figure uses the data in Table 6 to show the per cent of teaching done, during the eleven-year period, both inside and outside of the fields of college preparation.

It is readily detected in Figure 24 that there is little indication of improvement. The period opened with 18.4 per cent of the coaches' total teaching being done outside of their fields of preparation and closed with an average of 18.1 per cent of their teaching so done.

In order that the amount and consequent significance of the teaching done outside the fields of preparation by coaches may be more clearly brought to the administrator's attention, Figure 25 is here presented.

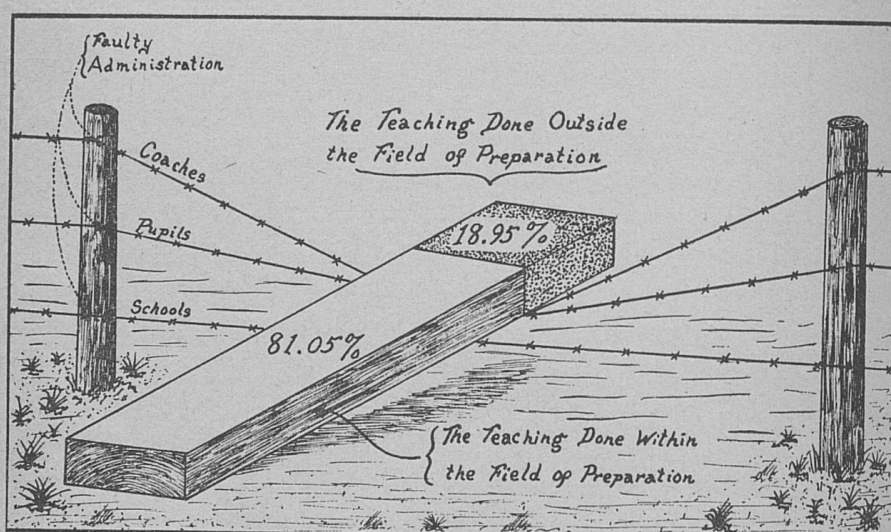


FIGURE 25. THE AVERAGE PERCENTAGE OF TEACHING DONE WITHIN AND OUTSIDE THE FIELDS OF PREPARATION BY KENTUCKY HIGH SCHOOL ATHLETIC COACHES DURING THE ELEVEN-YEAR PERIOD.

The foregoing data would lead one to assume that the amount of teaching done outside of the fields of academic preparation by coaches is in no way negligible; is unfair to the coaches, the pupils, and the schools; and, should be corrected.

It seems that the coach, more than anyone else, naturally fits into the scheme of a physical education program and the rapid rise of this particular subject offers a possible solution. "More specifically, all phases of athletics, interscholastic as well as intramural, are to be conceived of as aspects of physical education."¹² A similar attitude is taken by Wagenhorst.¹³

¹² Jesse Feiring Williams and Clifford Lee Brownell. *Health and Physical Education*. Bureau of Publications, Teachers College, Columbia University, New York City, 1931. p. 113.

¹³ Lewis Hoch Wagenhorst. *The Administration and Cost of High School Interscholastic Athletics*. Teachers College, Columbia University, New York City, 1926. p. 112.

If such an arrangement were perfected, it may reasonably be supposed that less friction would result from the excessive turnover of coaches. A vacancy in coaching would imply a like vacancy in physical education and, likewise, a prospective coach would automatically be prepared for the teaching which constituted the other phase of the dual-natured position.

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Chapter V

THE TENURE AND EXPERIENCE OF COACHES

It should be re-emphasized at the beginning of this chapter that this study applies to the better organized high schools in Kentucky, if membership in the Southern Association of Colleges and Secondary Schools is a safe criterion in determining quality. In addition to this, the great majority of the schools included in the study are located in independent city districts. Administrators in such systems have long since learned the value of teacher tenure in its relation to a school's efficiency and they are financially able and, therefore, willing to place a prize on tenure.

The presumption that teacher tenure is greater in the city (compact and populous) districts is seemingly authenticated by many studies, one of which was sponsored by the Illinois Legislative Council.¹ This study reported that, as of 1937-38, the average length of tenure in the same district was 13.5 years for Chicago teachers and 3.2 years for all other teachers in the state. The duration of service was decidedly greater in the cities than in the rural communities and it increased steadily from the smallest to the largest districts. This same general tendency seems to hold true regarding school administrators.² Meece³ showed that teacher tenure was appreciably greater in the city high schools than in the county high schools in Kentucky.

This fact may be more easily appreciated when one compares the average tenure of coaches in this study for the year 1934-35, which is 4.87 years, with that of the state as a whole, as determined by the state-wide study of coaches made during the same year, which is 3.31 years.⁴ Hembree reported the median experience of coaches at 4.44 years, which is 3.19 years lower than in the present study for that particular year. In all probability, the spread is proportionately greater at the present time. An interesting contrast may be drawn between the median experience of coaches in

¹ Cecil W. Scott. "Teacher Tenure." *Review of Educational Research*. June, 1940. p. 235.

² National Education Association. (Committee on Tenure.) *Tenure of School Administrators*. The Association, Washington, D. C., 1939. 23 pages.

³ Leonard Ephriam Meece. *Negro Education in Kentucky*. Bulletin of the Bureau of School Service, College of Education, University of Kentucky. Vol. X, No. 3, March, 1938. p. 98.

⁴ George Nelson Hembree. *A Survey of the Status of the High School Athletic Coach in Kentucky*. Master's Thesis. University of Kentucky, 1935. p. 49-52.

Kentucky reported by Hembree for 1935, as 4.44 years (just cited) and the median experience of white high school teachers in Kentucky, reported by Meece⁵ for 1936 as 8.95 years. Aware of the fact that the second study was made one year later than the first and supposing that there was absolutely no change in the entire corps of Kentucky high school athletic coaches between the years of 1935 and 1936, the two studies would yet show a difference in the experience of coaches and other high school teachers of more than three and one half years.

TABLE 7. THE AVERAGE TENURE AND EXPERIENCE OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES AND ENGLISH TEACHERS*

Year	Athletic Coaches		English Teachers	
	Tenure (in years)	Experience (in years)	Tenure (in years)	Experience (in years)
1930	2.91	5.00	5.16	8.88
1931	3.34	5.45	6.01	9.93
1932	4.01	5.64	6.97	10.51
1933	4.81	6.61	7.70	11.22
1934	4.87	7.63	6.59	10.87
1935	5.66	8.03	6.36	11.24
1936	6.09	8.72	6.61	11.04
1937	6.31	8.78	7.36	11.67
1938	6.57	9.18	7.85	12.04
1939	6.99	9.85	8.89	12.94
1940	7.84	10.73	9.76	14.58

* Data are from the annual reports of sixty-seven of the Kentucky high schools with membership in the Southern Association of Colleges and Secondary Schools for the school years 1930-31 through 1940-41.

Table 7 gives the average tenure and experience of both the coaches and English teachers in the sixty-seven schools for each year of the eleven-year period. A glance at the table is sufficient to see that the tenure and experience of both the coaches and English teachers in the Southern Association schools is rapidly increasing. In a few instances the tenure and experience of the English teachers show a decrease. Two probable causes of this decrease are: the custom in many schools of shifting the teaching fields of teachers occasionally and the fact that the scope of the study was such that the replacement of one teacher having had twenty years tenure with a beginner would lower the average tenure almost one third of a year.

One surprising revelation of Table 7 is that, in spite of the fact that current comment would lead one to believe otherwise, the ratio

⁵ Meece. *Op. cit.* p. 93.

of the average tenure of coaches (5.4 years) to their average experience (7.78 years) is .69, while for English teachers the ratio is only .62 (their average tenure being 7.2 years and average experience 11.35 years). It is also worth noting that during 1930 the average tenure of coaches (2.91 years) was only 56.3 per cent as great as the average tenure of English teachers (5.16 years). By 1940 this tenure ratio had risen to 80.3 per cent. During 1930 the average experience of coaches was also only 56.3 per cent as great as the average experience of English teachers. By 1940 this experience ratio had risen to 73.5 per cent.

The seriousness of the tenure of coaches may well be concluded after consideration of the following deduction: The status of the coach's tenure is such that teacher-tenure laws bring about only a partial solution. The average probationary period for tenure laws in the United States is slightly more than three years⁶ with a customary stipulation of re-employment for additional time. In a study by Wagenhorst⁷ for the years 1923-27 it was found that the average tenure of coaches, in 366 high schools of twenty-eight states, was about two and one half years. So long as the average tenure is approximately one-half year less than the average probationary period in tenure laws the condition can justly be labeled as deplorable. Wagenhorst gave the average tenure of coaches as ranging from less than two years in the smaller high schools to almost 2.7 years in the larger ones. This seems to indicate a decrease in precariousness with an increase in enrollment, but even so, tenure laws would not solve the problem.

The data from the preceding paragraph are used as a basis for the following figure which caricatures the tenure of coaches.

After a consideration of the tenure of coaches, the question naturally arises as to *who* or *what* is responsible for such a condition. "To blame teachers for their unsettled, itinerant habits as one so often hears done, is to show ignorance of the causes of what may be considered an actual necessity!"⁸ A relatively thorough survey of the literature on the subject seems to indicate that the almost-universal practice of supporting athletics, all or in part, by gate receipts tends to encourage a dictatorial and fault-finding attitude on the part of the sport enthusiasts. Being thus placed at the mercy of the sport-loving public, the coach's tenure is to too great an extent dependent

⁶ "Survey of Tenure Laws in the United States." *The American Teacher*. November, 1940. p. 15-17.

⁷ Lewis Hoch Wagenhorst. *The Administration and Cost of High School Interscholastic Athletics*. Teachers College, Columbia University, New York City, 1926. p. 85.

⁸ Roma Gans. "Migrant Teachers: A Curriculum Problem." *Education*. November, 1940. p. 166.

upon game winning. LaPorte,⁹ Richardson,¹⁰ and Wagenhorst¹¹ are among those who arrived at similar conclusions. The same idea has been advanced by editorials in *The Rotarian*¹² and *The Literary Digest*.¹³

In the succeeding chapters many contrasts are made between the coaches and English teachers and perhaps the reasons should be stated briefly as to why the English teacher, rather than some other faculty member, was selected for comparative purposes. In the first place it may be said that there was no paramount reason for the choice—just a few general ideas governed the selection of the English teacher. One supposition was that there would probably be fewer conflicts between those two fields. Table 4 and Figure 20, which show the relatively small amount of English taught by coaches, will testify to the good fortune of the selection from that standpoint. Another

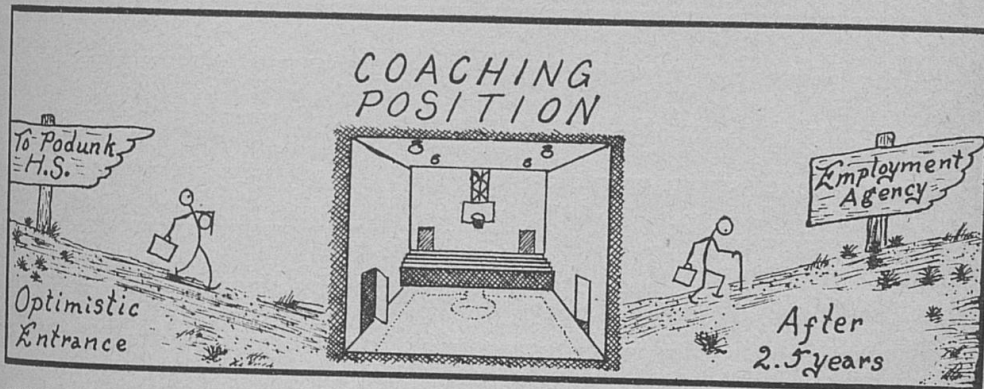


FIGURE 26. THE NATION-WIDE TENURE OF COACHES AS SHOWN BY WAGENHORST.

opinion was that the English teacher could be more easily located in the reports than could the average teacher. In other words, there would be more English teachers whose work was confined to one particular field than would be true of probably any other major group of teachers. After going through the reports, it was clearly evident that this was, likewise, a sound criterion. A third belief, which goes without proof, was that schools, regardless of size, would be more consistent in having an English teacher than practically any other type of teacher. For example, in many schools there was no science teacher, easily discernable as such, or no foreign language teacher, or agriculture teacher, or manual arts teacher, or commerce teacher, etc.,

⁹ Wm. Ralph LaPorte. "Is Our Athletic Philosophy Sound?" *Journal of Health and Physical Education*. December, 1939. p. 581.

¹⁰ Howard G. Richardson. "High School Contests Should be Free to the Public." *School Activities*. May, 1939. p. 383.

¹¹ Wagenhorst. *Op. cit.* p. 73, 77, 110.

¹² *The Rotarian*. "Hit 'Em Hard!" October, 1940. p. 45.

¹³ *The Literary Digest*. "No Scalps Wanted." November 16, 1935. p. 37.

but each school had one or more English teachers. And finally it was also supposed that more classes in English than in any other subject are required of pupils in the average high school. It was further believed that this would naturally result in the English teacher having, on an average, more classes and larger classes than any of the other teachers. Furthermore, it was believed that English teachers would score as high on tenure, experience, higher degrees, and principalships as any other group of teachers and as low on the matter of salary. To say the least, vocational agriculture or home economics would neither have been representative of average salaries.

It may be further stated that the composite results of the comparative parts of the study do not condemn the coach of athletics,

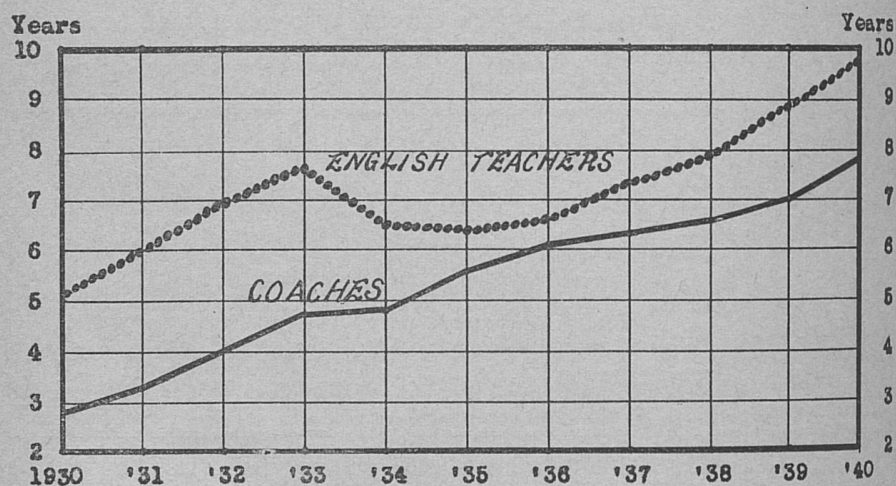


FIGURE 27. THE TRENDS OF THE AVERAGE TENURE OF COACHES AND ENGLISH TEACHERS.

and had any other type of teacher been substituted for the English teacher, the final results would probably have been equally as favorable to the coach. Earlier in the study an explanation was given concerning the English teacher selected where two or more people taught in the English field. Likewise, the method of selecting the coach, where more than one athletic supervisor was employed, has been previously explained.

The Tenure of Coaches and English Teachers

Figure 27 shows graphically the trends of the average tenure of the coaches and the English teachers. A careful study of this graph will acquaint one with an extremely favorable indication in modern school administration—an apparent awakening to the desirability of securing efficient teachers and then keeping them over a long period of time.

The average difference between the tenure of coaches and English teachers in the sixty-seven schools for the eleven-year period was 1.8 years in favor of the English teachers.

According to the graph in Figure 27, the spread between the tenure of coaches and English teachers has somewhat narrowed in recent years. This may be taken as an indication that athletic coaching is being placed on a firmer foundation, further removed from the whims of poor sportsmanship, and more comparable with that of other teachers.

In order to show more clearly the comparative differences and the gains made during the eleven-year period, Figure 28 is designed to give the tenure of coaches and English teachers for the year 1930-31, the year 1940-41, and the average for the period.

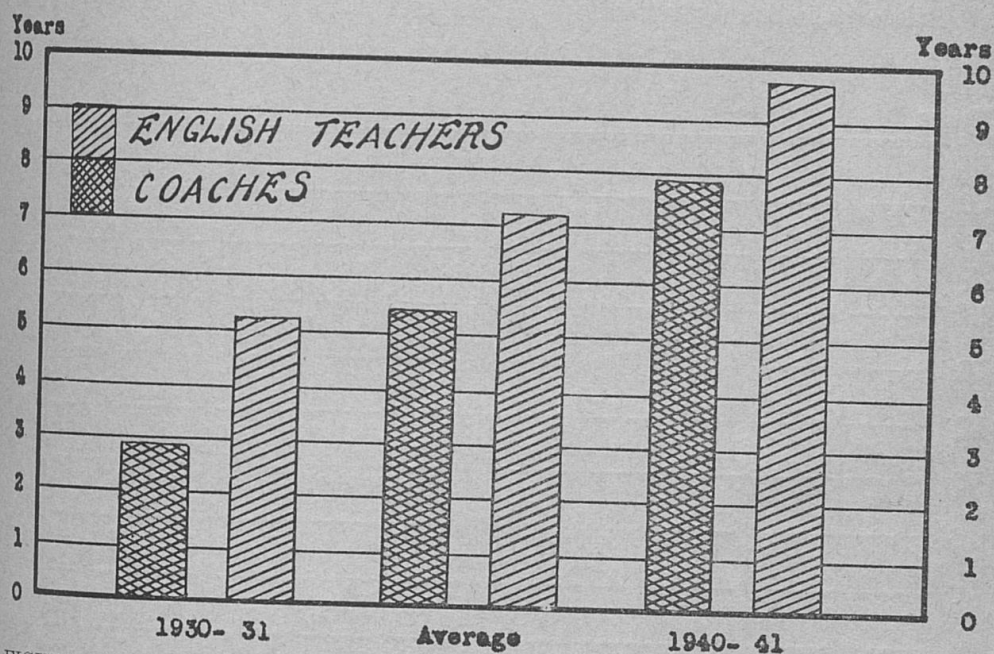


FIGURE 28. THE TENURE OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES AND ENGLISH TEACHERS IN "SOUTHERN ASSOCIATION" SCHOOLS.

Figure 28 reveals an average of 5.4 years' tenure for coaches as compared to 7.2 years for English teachers, and a total gain of 4.93 years for coaches as contrasted with 4.6 years for the English teachers. It should be borne in mind that these figures were taken from a small, selected group of well-organized secondary schools.

The Experience of Coaches and English Teachers

It is to be expected that a graph showing experience would closely correlate with one showing tenure and such is true, in this study, to a remarkable degree. The failure of such a correlation may rightly be

regarded as one reliable indication of the hazard connected with the position of coaching. Figure 29 shows the trends of the average experience of the coaches and the English teachers.

Both trends in Figure 29 are decidedly upward and the spread is practically the same at the close of the period as it is at the beginning. It begins and ends with a difference of approximately four years between the coaches and English teachers. This is probably indicative of a greater hazard attached to coaching. However, there is data presented later which may warrant the assumption that, to be a successful coach one must possess strong administrative qualities and the very fact that such is true, paves the way for promotion into principalships and superintendencies. Whether the lower average experience of coaches, therefore, indicates punishment for defeat in athletic contests or promotion on account of success, this study did not attempt to answer.

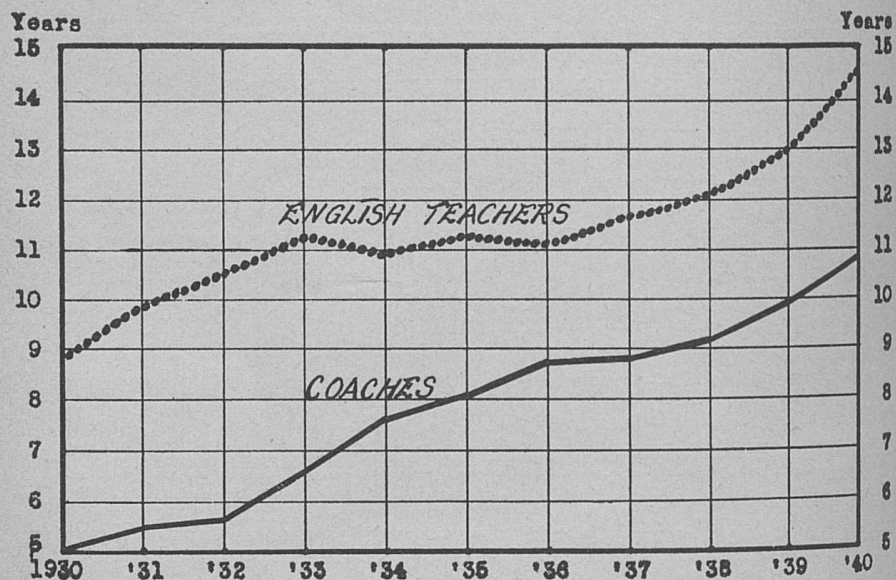


FIGURE 29. THE TRENDS OF THE AVERAGE EXPERIENCE OF COACHES AND ENGLISH TEACHERS.

Some would naturally assume that the prime reason for the difference between the tenure and experience of coaches and that of English teachers is merely the difference between the tenure or experience of men and women in the teaching profession. This assumption may not be without foundation, but on the basis of the available data in this particular study, it is decidedly erroneous.

It was found that of the sixty-seven English teachers, an average of four and nine-tenths were men. During seven of the eleven years,

the men out-ranked the women teachers in the matter of tenure and during five years the men ranked higher than the women in experience. Averages for the eleven-year period gave to the men an advantage of approximately one and one half years (1.48) in tenure and three-fourths of a year (.71) in experience.

Again granting that the scope of this study is too limited to warrant sweeping generalizations, if it gives even a remote indication of existing conditions, the difference in the tenure and experience of coaches and English teachers is sufficient to cause one to consider the probability of facing a greater risk upon entering the teaching profession as an athletic coach.

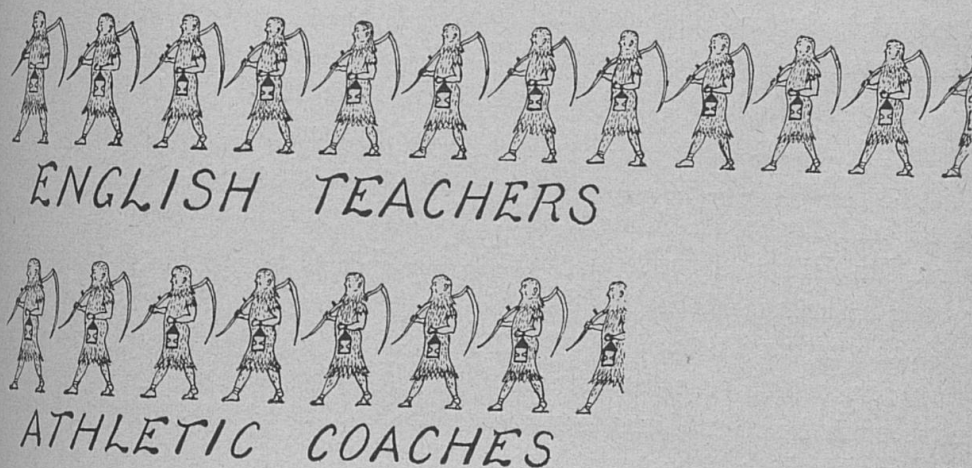


FIGURE 30. THE AVERAGE EXPERIENCE OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES AND ENGLISH TEACHERS. (Each symbol represents one year of experience.)

The average difference in the experience of coaches and English teachers for the eleven-year period may be seen from a study of Figure 30.

Figure 30 presents the average experience of coaches at 7.78 years as compared to 11.35 years for the English teachers. This gives a difference between the two of 3.57 years.

Chapter VI

THE TEACHING LOAD AND PUPIL LOAD OF COACHES

The total amount of work required of the coach is frequently underrated by those who would criticize this particular group of teachers. Williams and Brownell¹ touch on the after-school assignments with intramural and interscholastic athletic teams and Crisler² treats the time required by the public, the officials, the press, the student body, and the alumni. These studies indicate that the total time demanded of the coach is often unreasonable.

The coach is again contrasted with the English teacher on the basis of the number of recitations and the number of pupils taught daily. Three things should be kept in mind as one considers the facts and figures in this chapter. First, a greater number of coaches than English teachers held principalships, as will be shown in chapter seven, a fact which slightly lowers the load of the coach, as represented by the graphs, but not in reality. Second, classes in physical education, in which the number of pupils was not listed (and this represented a considerable number of both classes and pupils) were not credited to the coach. And third, the time spent in coaching athletics was not considered in compiling the data for this chapter. Reference will be made later relative to the time spent in coaching the various sports—giving the average number of after-school hours required for each sport, as revealed by another study. The teaching load of coaches, as represented in the present chapter, refers to actual classroom teaching. The other work of the coaches is briefly treated under the heading, extra-curricular load of coaches.

The above statements are made, not unmindful of the fact that many English teachers, especially in the smaller schools, share the care of the library and perform multitudinous other time-consuming, extra-curricular activities such as coaching dramatics, sponsoring clubs, and directing school publications.

Attention should again be called to the fact that the schools represented in this study occupy a position approximately mid-way between conditions as they actually exist in the state as a whole, and

¹ Jesse Feiring Williams and Clifford Lee Brownell. *Health and Physical Education*. Bureau of Publications, Teachers College, Columbia University, New York City, 1931. p. 155.

² Herbert O. Crisler. "All Work and No Headlines." *Saturday Evening Post*. November 28, 1936. p. 46.

conditions as they should be. For example, the teaching load of the average coach in this study for the school year 1934-35 was 4.36 class recitations daily. For the state-wide survey made during that year, it was 5.45 class recitations daily.³

Table 8 gives the average teaching load and pupil load of the coaches and English teachers in the sixty-seven schools throughout the eleven-year period. A familiarity with the contents of the table will enable one to understand more thoroughly the remainder of the chapter.

TABLE 8. THE AVERAGE TEACHING LOAD AND PUPIL LOAD OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES AND ENGLISH TEACHERS*

Year	Athletic Coaches		English Teachers	
	Number of Class Recitations	Daily Pupil Load	Number of Class Recitations	Daily Pupil Load
1930	4.15	106.1	5.14	129.0
1931	4.42	110.1	5.21	131.3
1932	4.43	114.8	5.25	132.4
1933	4.39	113.8	5.19	132.5
1934	4.36	109.5	5.10	128.8
1935	4.42	111.3	5.10	129.9
1936	4.12	115.6	5.09	130.0
1937	4.04	109.8	5.06	131.6
1938	4.10	112.8	5.13	135.5
1939	4.21	118.4	4.93	130.3
1940	4.04	109.0	4.94	129.1

* Data are from the annual reports of sixty-seven of the Kentucky high schools with membership in the Southern Association of Colleges and Secondary Schools for the school years 1930-31 through 1940-41.

At least two things are clearly shown in Table 8. First, the condition was practically the same at the close as it was at the beginning of the period; and second, the trends appear to run inversely with the salary trends, shown later in Chapter VIII. The latter condition probably results from a tendency to reduce the number of teachers during a depression in an attempt to check the drop in salaries. Such a practice would naturally increase the load of the teachers retained in service.

By dividing the average daily pupil load of the coach by the average number of classes he taught daily, it was found that his classes had an average of 26.3 pupils each. By the same procedure it

³ George Nelson Hembree. *A Survey of the Status of the High School Athletic Coach in Kentucky*. Master's Thesis. University of Kentucky, 1935. p. 60.

was found that the English teachers' classes had an average of 25.6 pupils each. A study made by the research division of the National Education Association⁴ reported an average class size of approximately 26.5 pupils for secondary teachers. The data for the study were compiled from questionnaires returned by 2,058 high school teachers distributed over forty states. At this, the results were in all probability higher than would have been true had smaller schools been used. About one third of the teachers were from cities of over 100,000 population and only about one fifth of them were from cities of less than 10,000 inhabitants. Since less than one thirtieth of the teachers included in the present study were from cities of more than 100,000 population, it would indicate that class size in the Southern Association schools is fully as large, or possibly larger, than the nation-wide average.

The Teaching Load of Coaches and English Teachers

In order to simplify a contrast of the teaching load of coaches and English teachers, Figure 31 is designed to show the averages for the eleven-year period.

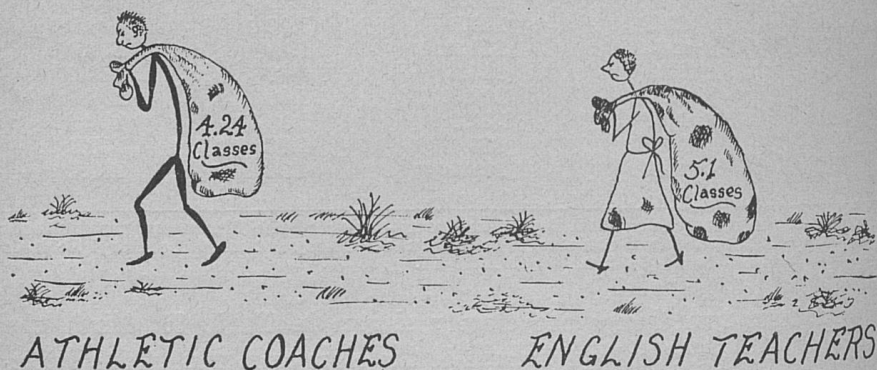


FIGURE 31. THE AVERAGE DAILY TEACHING LOAD OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES AND ENGLISH TEACHERS.

Figure 31 shows the average teaching loads to be 4.24 classes and 5.1 classes for the coaches and English teachers in the order listed. This shows the English teachers to have had a daily average of .86 more classes than the coaches.

Figure 32 is used to show graphically the trends of the teaching load of both coaches and English teachers during the period studied.

⁴National Education Association, Research Division. "The Teacher Looks at Teacher Load." *Research Bulletin*. November, 1939. p. 223-70.

Figure 32 shows that the trends of the teaching loads of coaches and English teachers were somewhat similar and, though both rose during the lean years of the depression, each was slightly lower at the close of the period than it was at the beginning. A careful analysis of the figure will reveal that during only two years (1937-38 and 1938-39) was the spread between the two as much as one class period.

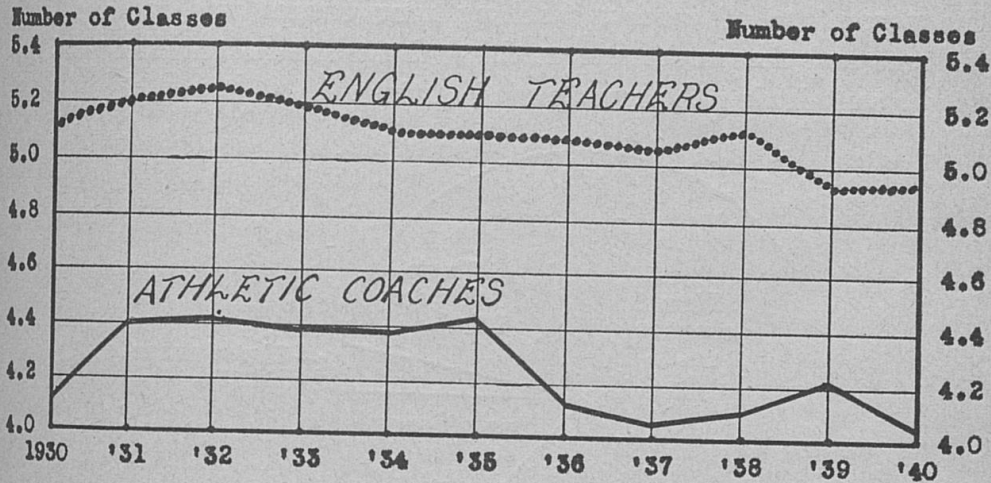


FIGURE 32. THE TRENDS OF THE AVERAGE NUMBER OF CLASSES TAUGHT DAILY BY COACHES AND ENGLISH TEACHERS.

The Percentage of Coaches in the Various Load Brackets

Figures 33 and 34 are placed together to facilitate comparisons. Figure 33 shows the percentage of coaches carrying the different numbers of class recitations during the school year 1930-31. Figure 34 gives the same information for the school year of 1940-41.

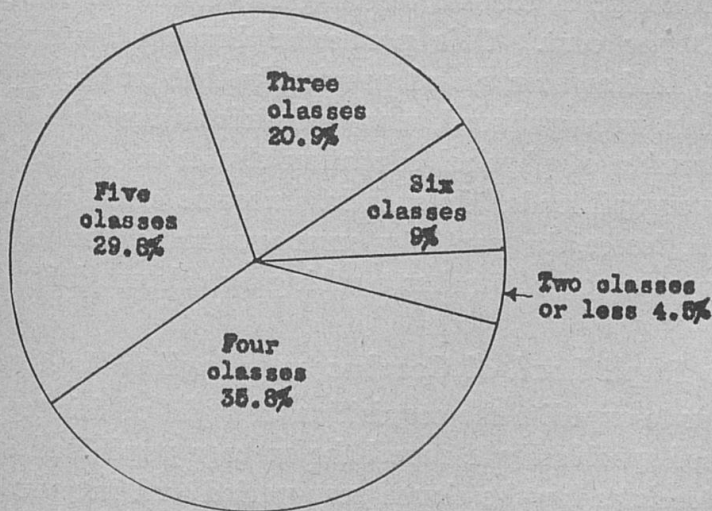


FIGURE 33. THE NUMBER OF CLASSES TAUGHT DAILY BY VARIOUS PERCENTAGES OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES DURING THE YEAR 1930-31.

By a comparison of Figures 33 and 34, it will be observed that the percentage of coaches, in the Southern Association schools, teaching six classes decreased considerably during the eleven-year period. Only one third as many coaches taught six classes daily during the last year of the study as were teaching six classes at the beginning of the period. While this percentage was diminished by 6 per cent, the percentage teaching five classes was augmented by 16.5 per cent. The percentage of coaches teaching four classes was reduced 12.1 per cent and the percentage teaching three classes was decreased by 7.4 per cent during the same period of time.

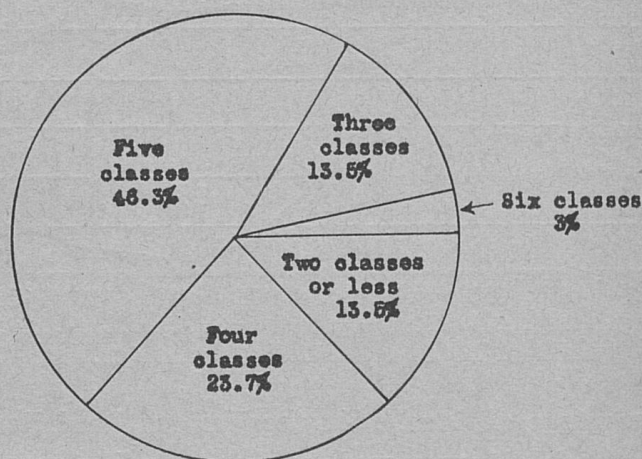


FIGURE 34. THE NUMBER OF CLASSES TAUGHT DAILY BY VARIOUS PERCENTAGES OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES DURING THE YEAR 1940-41.

The percentage of coaches teaching two classes or less registered a gain of 9 per cent. This particular bracket demands a brief explanation. It has been stated previously that on the reports from which the data were gathered, many administrators habitually failed to list the number of physical education classes or to ascribe thereto the respective pupil loads. In such instances no credit was attributed to the coach, hence the partially erroneous indication of a rapidly increasing percentage of coaches teaching two classes daily or less.

The Pupil Load of Coaches and English Teachers

In order to expedite the acquisition of a gist of this topic, Figure 35 is designed specifically to reveal the average pupil load for the two groups of teachers for the eleven-year period and introduced at this point. The figure is considered easily enough understood to require no further explanation.

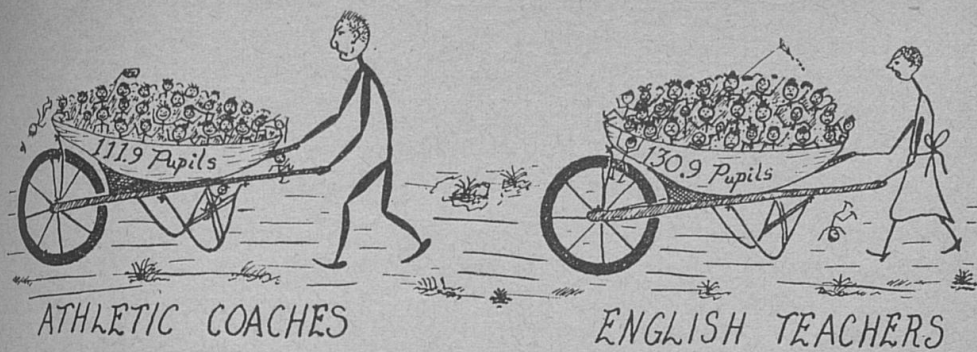


FIGURE 35. THE AVERAGE DAILY PUPIL LOAD OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES AND ENGLISH TEACHERS.

The daily pupil load of teachers normally correlates closely with the number of class recitations. This is true in this study as a marked resemblance will be noticed between Figure 32, which gave the teaching load, and Figure 36, which gives the trends of the average daily pupil load of coaches and English teachers.

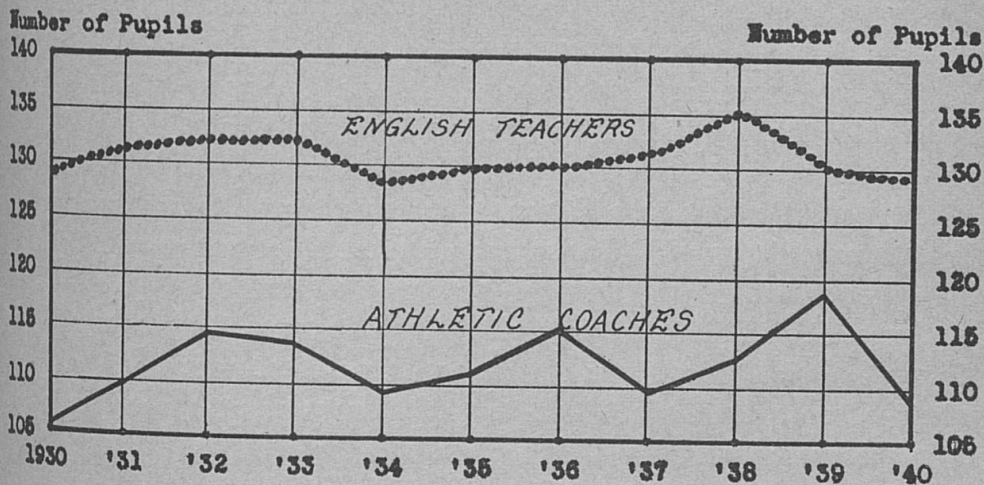


FIGURE 36. THE TRENDS OF THE AVERAGE DAILY PUPIL LOADS OF COACHES AND ENGLISH TEACHERS.

The average spread was nineteen pupils and each group was carrying practically the same pupil load at the close as at the beginning of the period. The evidence that the trend of the pupil load runs counter to the number of teachers employed, as influenced by salary trends, is substantiated by the study of Meece and Seay⁵ which shows the trend of the total number of high school teachers employed in the state to have been, in general, the reverse of Figure 36.

⁵L. E. Meece and M. F. Seay. *Financing Public Elementary and Secondary Education in Kentucky*. Bulletin of the Bureau of School Service, University of Kentucky, Vol. XII, No. 1, Sept., 1939. p. 78.

The Extra-Curricular Load of Coaches

That the extra-curricular load of coaches is ordinarily a matter of considerable moment, is clearly brought out by Rivett,⁶ who treats the number and relative popularity of sports played in high schools and the credit given toward graduation; Dayton,⁷ who discusses the high school as the last opportunity to implant athletic skills; Irwin and Reaves,⁸ who summarize the extent to which schools participate in various sports; Caine,⁹ who offers suggestions concerning the desirable scope of pupils participating in basketball; and Redcay,¹⁰ who deals with the similarity of the fundamental benefits derived from sports and academic subjects.

The data for this topic are taken from the survey made in the year 1934-35 by Hembree¹¹ and are inserted in this study to avert the likelihood of inoculating the reader's mind with an opinion unfair to the coaching profession. The present study investigated the actual classroom teaching done by coaches with no intention of having such considered as representing the total load of coaches. For this reason the supplementary data is herewith included and used to buttress many statements otherwise unsubstantiated.

The study referred to, showed that 40.97 per cent of the coaches reported were engaged in playground and gymnasium instruction 6.5 hours per week. Approximately 22 per cent of the same coaches directed girls' sports in addition to their other work (a practice which is denounced by Williams and Brownell,¹² and amplified by Rivett,^{13 14} and has no doubt changed in Kentucky during the past six years). The coaches averaged directing 1.44 sports each. Basketball was played in 93.28 per cent of the high schools and required an average of 123 after-school hours of coaching per season. Baseball was played by 32.83 per cent of the schools and commanded an average of seventy-one after-school hours of coaching per season. Football was played by 28.9 per cent of the schools and consumed 108

⁶ B. J. Rivett. "Relation of Athletics to the High School Program." *The North Central Association Quarterly*. January, 1940. p. 275-9.

⁷ Mrs. Gertrude M. Dayton. "Afterschool Hours Prepare for Afterschool Years." *Journal of Health and Physical Education*. April, 1940. p. 222.

⁸ Leslie W. Irwin and William C. Reaves. "Practices Pertaining to Health and Physical Education in Secondary Schools." *The Research Quarterly of the American Association for Health, Physical Education, and Recreation*. October, 1940. p. 101.

⁹ A. B. Caine. "Selecting the High School Basketball Squad." *Athletic Journal*. December, 1940. p. 37.

¹⁰ E. E. Redcay. "Coach and the Faculty." *School and Society*. May 28, 1938. p. 699.

¹¹ Hembree. *Op. cit.* Chapter VII.

¹² Jesse Feiring Williams and Clifford Lee Brownell. *Health and Physical Education (Secondary Schools)*. Bureau of Publications, Teachers College, Columbia University, New York City, 1931. p. 156.

¹³ B. J. Rivett. "Relation of Athletics to the High School Program." *The North Central Association Quarterly*. January, 1940. p. 277.

¹⁴ B. J. Rivett. "Past Accomplishments and Future Ideals." *The North Central Association Quarterly*. January, 1941. p. 286.

hours of after-school coaching. Track and field was conducted by 15.9 per cent of the schools and utilized forty-seven after-school hours for the coach. In addition to this, approximately two thirds of the schools had coaching done during school hours.

A compilation of all the data in the preceding paragraph, enabled the construction of Figure 37, some of the upper brackets of which are based on a careful estimate. This figure attempts to present a breakdown of the average total time required of coaches throughout Kentucky high schools during the school year 1934-35.

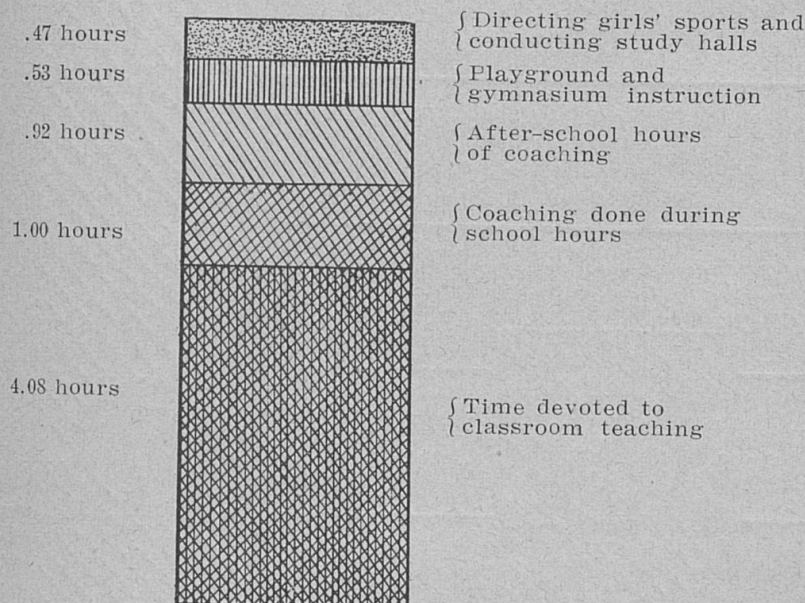


FIGURE 37. AN ESTIMATE* OF THE AVERAGE TOTAL TIME REQUIRED BY THE POSITION OF COACHING THROUGHOUT KENTUCKY HIGH SCHOOLS DURING THE YEAR 1934-35.

A number of striking facts may be deduced from Figure 37, some of which are here mentioned briefly. The time devoted to classroom teaching occupies more than four sevenths of the total time required of the average coach. This, more than four hours, time daily devoted to teaching entitles the coach to consideration as a full-time teacher. The, approximately three hours, additional time represented by the figure is largely the "overplus" required of the coaching position. The average coach in Kentucky high schools does almost as much coaching after school hours as he does during school hours.

Figure 38 gives a contrast between the average coach's teaching load, as represented by this study in Figures 31 and 32 (which include only the average number of class recitations taught by the coaches in

* Based on a careful calculation of the data presented above.

Southern Association high schools), and the average total time required of athletic coaches in Kentucky, when all high schools are included, as represented by Figure 37.

Number of Hours

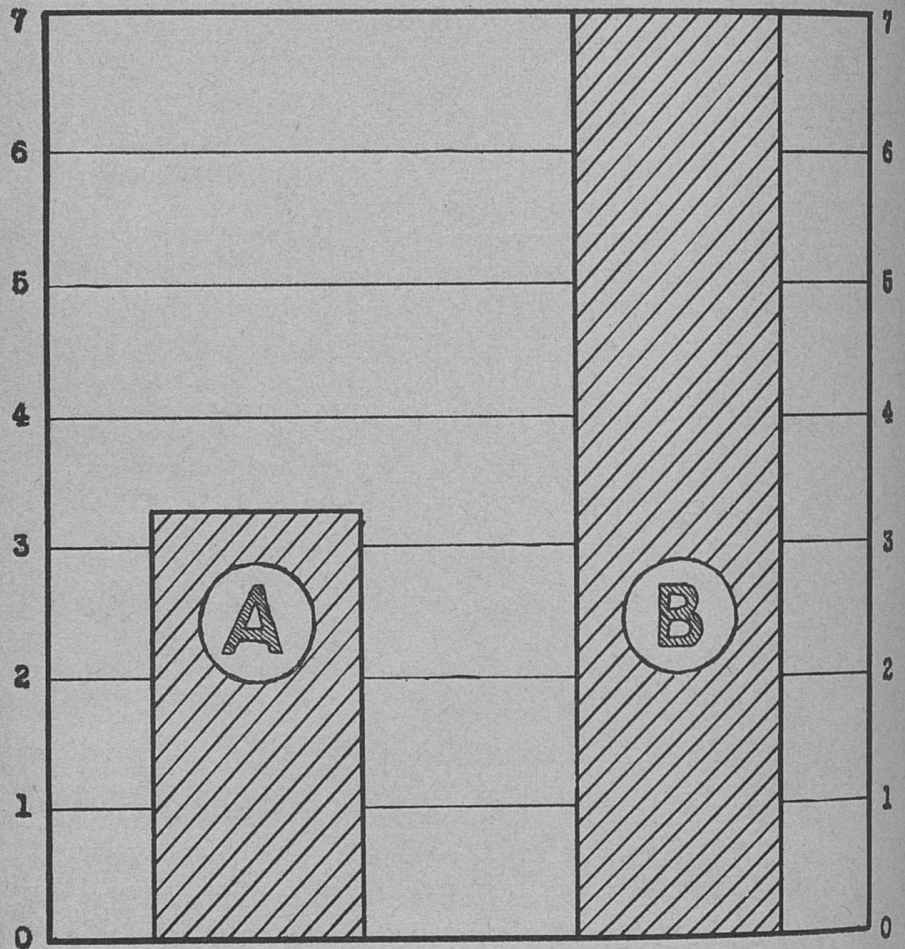
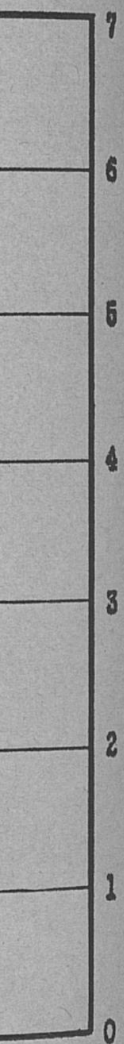


FIGURE 38.

A—THE AVERAGE TIME (IN HOURS) SPENT IN CLASSROOM TEACHING BY COACHES IN SOUTHERN ASSOCIATION SCHOOLS DURING THE YEAR 1934-35.
 B—THE AVERAGE TOTAL TIME (IN HOURS) REQUIRED BY THE POSITION OF COACHING THROUGHOUT KENTUCKY HIGH SCHOOLS DURING THE YEAR 1934-35.
 (Based on Figure 37.)

From Figure 38 it is easily understood how one may entertain a misconception of the quantity of work actually done by coaches. Other teachers in the same system often fail to appreciate the enormous amount of time exacted from the coach. Only the players and a limited number of others, who are intimately associated with the

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various athletic activities, can comprehend this drain upon the coach's energy and realize that such a condition probably should compensate for a multitude of shortcomings resulting from it.

This need not, however, convey and magnify an idea that only the athletic coaches in Kentucky are overworked. That teachers elsewhere are also overburdened, may be gathered from the study by Brock,¹⁵ who investigated the time spent in teaching activities by the teachers in the schools of Liberty, Missouri. He found that the average day of the high school teacher was ten hours and forty minutes, which was eighteen minutes longer than that of the elementary teachers.

Even this need not be alarming if one can accept the sagacious advice of Giddings, who contends that load doesn't matter so long as the pupils are required to bear the burden.¹⁶

¹⁵ R. R. Brock. "Teacher's Time Clock." *American School Board Journal*. May, 1939. p. 57.
¹⁶ T. P. Giddings. "Teacher, Take it Easy." *National Education Association Journal*. September, 1940. p. 181-2.

Chapter VII

HIGHER DEGREES AND PRINCIPALSHIPS HELD BY COACHES

In order to comprehend more thoroughly the status of the coach, construing the word broadly, a consideration should be given to facts which presumably shed light on his advancement with the teaching profession and his reputation in the profession. For a brief treatment of these two vital aspects of the coach, the number of higher degrees and the number of principalships held are offered as logical criteria. As an aid in evaluating these two points, the coach is again contrasted with the English teacher.

TABLE 9. THE NUMBER OF ATHLETIC COACHES AND ENGLISH TEACHERS HOLDING HIGHER DEGREES AND PRINCIPALSHIPS*

Year	Athletic Coaches		English Teachers	
	Number Holding Higher Degree	Number Holding Principalship	Number Holding Higher Degree	Number Holding Principalship
1930	2	10	14	1
1931	1	12	14	1
1932	3	8	14	1
1933	5	9	12	1
1934	5	10	14	1
1935	6	9	21	1
1936	10	10	19	3
1937	11	8	24	1
1938	10	9	27	3
1939	15	9	26	4
1940	15	8	27	3

* Data are from the annual reports of sixty-seven of the Kentucky high schools with membership in the Southern Association of Colleges and Secondary Schools for the school year 1930-31 through 1940-41.

Table 9 gives the number of coaches and English teachers in the sixty-seven schools holding higher degrees and principalships during each year of the eleven-year span of the study.

Since the contents of Table 9 will be shown graphically in succeeding figures, only a partial explanation will be offered at this point concerning the data. Averages for the eleven-year period disclosed that approximately one out of nine coaches and one out of

three and one half English teachers held a master's degree. The English teachers held seven times as many higher degrees as the coaches at the beginning of the period, but hardly twice as many when the period closed. The coaches held one more master's degree in 1940 than the English teachers held in 1930. During the eleven years the coaches registered a gain of 750 per cent in higher degrees held.

A contrast in the number of principalships held, gave the coaches a lead over the English teachers of 7.46. The fact that the coaches averaged holding more than five times as many principalships as the English teachers may sanction the hypothesis that superior administrative ability is essential to successful coaching; or it may merely endorse the belief that more men than women are placed in positions requiring diplomatic and executive ability; neither is it ridiculous to suppose that some successful coaches are promoted to the *title* of principal primarily to justify in the eyes of the public the salary raises necessary to retain them in service. In comparing the principalships held by coaches with the number held by the English teachers, it is interesting to note that during the eleven years the ratio changed from ten-to-one to less than three-to-one; a fact which seems to proffer a hint that a change is taking place in the matter of principalships held by coaches.

Higher Degrees Held by Coaches and English Teachers

The average number of the sixty-seven coaches and like number of English teachers holding higher degrees during the eleven-year period is shown by Figure 39, which follows.

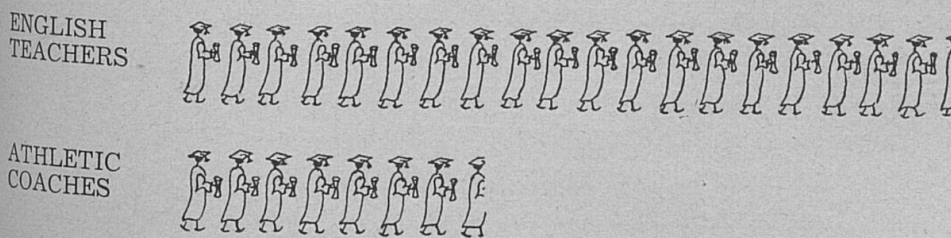


FIGURE 39. THE AVERAGE NUMBER OF COACHES AND ENGLISH TEACHERS, INCLUDED IN THE STUDY, HOLDING HIGHER DEGREES.

(Each symbol represents one higher degree.)

Figure 39 shows the average to have been 19.27 higher degrees held by English teachers as compared to 7.54 held by the coaches, or an average difference of 11.73. This figure, however, tells only one side of the story.

Figure 40 shows graphically the trends of higher degrees held by both the coaches and English teachers. The figure plainly indicates a decidedly upward trend in the proportionate number of the teachers in each group holding degrees above the college level.

The remarkable revelation of the graph in Figure 40 is the fact that each group registered exactly the same progress (a gain of thirteen degrees) during the eleven-year period. A careful re-check of the original data showed the zig-zag trend of higher degrees held by English teachers to have been a result of shifting the teaching fields of teachers, coupled with minor changes in the teaching personnel.

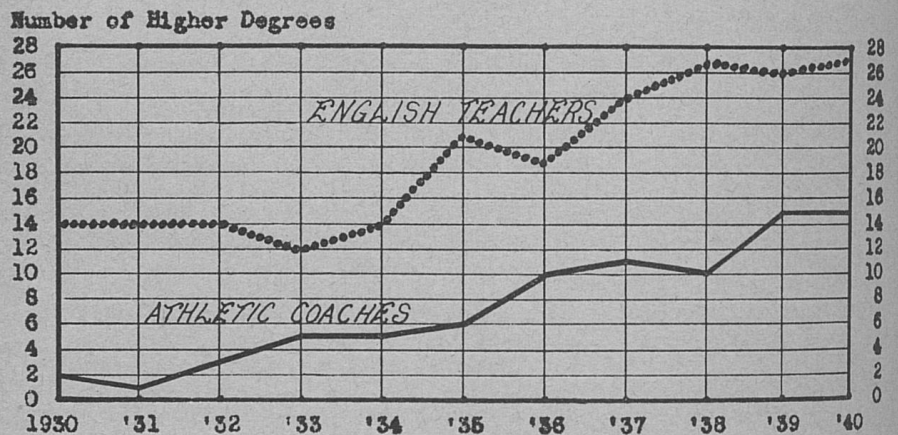


FIGURE 40. THE TRENDS OF HIGHER DEGREES HELD BY COACHES AND ENGLISH TEACHERS.

Principalships Held by Coaches and English Teachers

In the matter of principalships, the coaches consistently hold a large percentage. This percentage, however, is more likely than not held down by the fact that a considerable number of coaches, in advancing to administrative positions, are forced to assume extra duties which necessitate giving up the coaching of athletics. In the light of the foregoing chapter, one can readily understand that the coach's load is such that shouldering additional responsibility would, in many instances, force him to abandon coaching.

For some reason it seems that coaching is a popular stepping stone to an administrative position. Of the eighty-nine Kentucky coaches who changed positions at the end of the 1934-35 school year, twelve became high school principals and eight became superintendents of schools.¹ This may have been an abnormal year but it at least seems to indicate that the coaching position may carry consider-

¹ George Nelson Hembree. *A Survey of the Status of the High School Athletic Coach in Kentucky*. Master's Thesis. University of Kentucky, 1935. p. 55.

able prestige. The study by Sugg² would lead one to believe that the percentage of principalships held by coaches is considerably higher for the state as a whole than it is for the Southern Association high schools, and that it is much higher for the county than for the city high schools (a condition which probably results from the added complexity of each position as the school enrollment increases). According to the study, only twelve of the forty-nine city high school principals reporting coached athletics, while the athletic coaches held principalships in 114 of the 273 county high schools included in the study.

A careful study by Mitchell and Mason³ emphasizes the serious maladjustments resulting from our rapidly changing society and the consequent immediate need of an extensive and well-rounded play program. Lowman⁴ treats the personality and leadership qualities of the coach as necessary characteristics in developing confidence and directing enthusiasm of the children. Rockne⁵ enumerates the qualifications of the coach stressing adaptability, sympathetic attitude, and ability as a disciplinarian. *The Athletic Journal*⁶ introduces the idea that sports make men. Lawton⁷ advances the supposition that few people really understand children. Morneweck⁸ concluded, from an extensive study made in Pennsylvania, that athletics in the smaller schools was a financial liability under the present method of management. These studies tend to encourage the conclusion that a successful coach automatically possesses the potentialities of a desirable principal.

Whether it is according to the inference drawn from the composite reference cited above; from the fact that humanity is yet entrenched in hero-worship; or from other possible causes, the truth remains that a large percentage of Kentucky high school principalships are held by athletic coaches. The number of possibilities remaining constant, naturally limits or influences the trends of principalships held. Figure 41 pictures these trends as being relatively constant—the coaches show a loss of two principalships during the period while the English teachers register a gain of like number.

² William Hubert Sugg. *Status of the High School Principal*. Master's Thesis. University of Kentucky.

³ Elmer D. Mitchell and Bernard S. Mason. *The Theory of Play*. A. S. Barnes and Company, New York, 1939. p. 171.

⁴ Guy Sumner Lowman. *Practical Football and How to Teach It*. A. S. Barnes and Company, New York, 1931. p. 236, 336.

⁵ Knute Kenneth Rockne. *Coaching* (rev. ed.). The Devin-Adair Company, New York, 1933. p. VII.

⁶ *The Athletic Journal*. "Sports Make Men." November, 1940. p. 18.

⁷ George Lawton. "Can Adults Ever Really Understand Children?" *Childhood Education*. April, 1940. p. 341.

⁸ C. D. Morneweck. "Are Secondary School Athletics and Publications Self-Supporting?" *Journal of Educational Research*, May, 1939. p. 662.

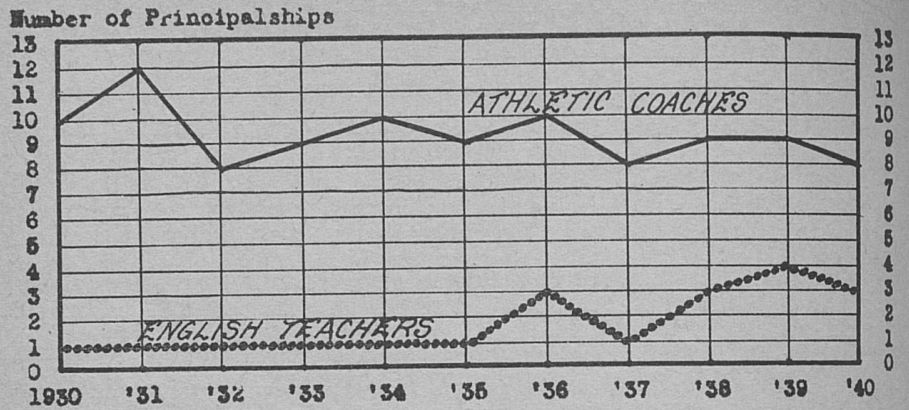


FIGURE 41. THE TRENDS OF PRINCIPALSHIPS HELD BY COACHES AND ENGLISH TEACHERS.

The trends in Figure 41 are sufficiently clear as to require no additional explanation. It may be of interest to note that if the trends represented by the figure are characteristic of a general tendency and that if the trends continue as the graph seems to indicate a probability, by the year 1954 there would be as many English teachers as coaches holding principalships.

The proportionate average numbers of principalships held by coaches and English teachers is shown in Figure 42 which follows.

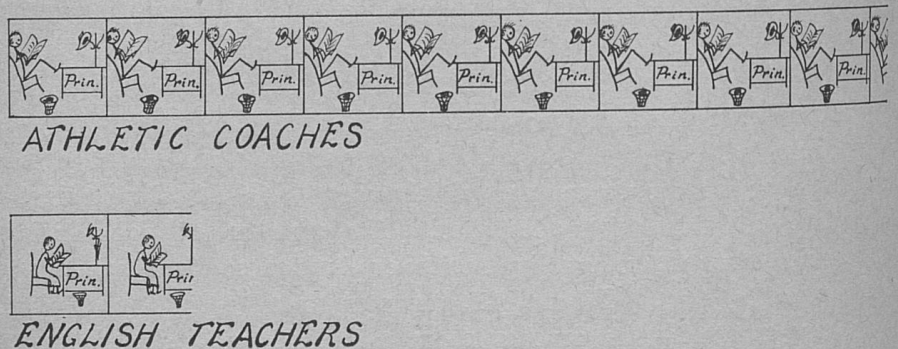
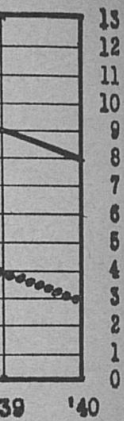


FIGURE 42. THE AVERAGE NUMBER OF THE SIXTY-SEVEN COACHES AND ENGLISH TEACHERS STUDIED WHO HELD PRINCIPALSHIPS.

Figure 42 shows the average number of principalships held by coaches to be 9.27, while for English teachers the average was 1.81. This gave the coaches an average excess of 7.46 principalships over the English teachers. Calculated on a percentage basis, 13.8 per cent of the coaches as compared to 2.7 per cent of the English teachers held principalships.



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Chapter VIII

ANNUAL SALARIES OF COACHES

At the very outset of this chapter, attention is called to the fact that comparisons of salaries between groups within the education field fade into insignificance when one reviews comparisons of salaries between the education and the non-related fields. Davis¹ incorporated a study by Clark and others which found that public school teachers ranked eleventh in a group of sixteen familiar professions and occupations in so far as salary was concerned. The study produced estimated figures on life earnings and average annual salaries over a sixteen-year period and concluded with the following placement of various fields according to remuneration: (1) medicine, (2) law, (3) dentistry, (4) engineering, (5) architecture, (6) college teaching, (7) social work, (8) journalism, (9) ministry, (10) library work, (11) PUBLIC SCHOOL TEACHING, (12) skilled trades, (13) nursing, (14) unskilled labor, (15) farming, and (16) farm labor. A kindred study was made by Shannon,² in which he made the following statement: "Only unskilled laborers and personal service employees receive less annual income than teachers in the public schools of Indiana." Consequently, any contract in the present chapter which may seem to magnify some salaries, does not necessarily imply that such salaries appear too high when considered in terms of salaries outside the field of education.

The salary of the coach is naturally influenced by the local emphasis placed upon athletics. Unquestionably, the salary of the coach should be determined in the light of the evaluation to be placed on the various sports, but it frequently happens that unworthy factors are brought into play.

The evidence that the average salary of coaches is higher in the large school (yet the average per pupil cost of coaching is less) is strengthened by Wagenhorst,³ who also emphasizes the fact that

¹Hazel Davis. "Teacher's Salaries." *Review of Educational Research*. June, 1940. p. 228-34.

²J. R. Shannon. "A Comparison of Teachers' Salaries in Indiana with Those of Comparable Governmental Employees and Other Workers." *The Teachers College Journal*. September, 1940. p. 1.

³Lewis Hoch Wagenhorst. *The Administration and Cost of High School Interscholastic Athletics*. Teachers College, Columbia University, New York City, 1926. p. 88-91.

athletics place a greater proportionate financial burden on the smaller school. Similar conclusions were reached by Mitchell,⁴ Thomas,⁵ and Morneweck.⁶

The indication that, the almost-universal, practice of supporting high school athletics by gate receipts, appeals to the public, and pupils' fees is tending to both commercialize and demoralize present-day athletics, is pointed out by Wagenhorst⁷ and strengthened by five other previous citations.

That under the present methods of support, administration, and conduct, American sports are headed for a disaster which may be comparable to the collapse of athletics in ancient Greece, may be logically inferred from Gardiner's book on "Athletics of the Ancient World."⁸ That there is even danger of degenerating back into the gladiatorial stage of Rome, is an indictment made by Nash.⁹

On the basis of the preceding paragraphs, it seems obvious that superior ability is greatly needed in the coaching profession. According to Wagenhorst, if a coach is sufficiently versatile to satisfy the demands of the school, the community, and the school administration, he is able to command a high salary.¹⁰ He (Wagenhorst) further indicates that reappointment may be jeopardized by indiscreet conduct or a failure to win a reasonable number of games. Such reasoning tends to incline one toward acceptance of the supposition that the law of natural selection or survival of the fittest operates more readily in the field of coaching than in the other teaching fields. If such logic is not without foundation, it adds impetus to the likelihood that the superior ability in the coaching field merits a higher salary.

It goes without proof that all coaches are men and most English teachers are women. Enlow intimates that our public schools are beginning to suffer from over-feminization; that the typical male teacher is financially responsible for himself, a wife, and one or more children; while the typical female teacher is financially responsible for herself alone; and that mere parity of wages is not equality of income.¹¹ It is unnecessary to comment on the actuality that many

⁴ Claude Mitchell. "Can Small High Schools Support Interscholastic Athletics?" *The Nation's Schools*. January, 1941. p. 58.

⁵ E. A. Thomas. "Let's be Fair with Our Officials." *School Activities*. January, 1939. p. 199.

⁶ C. D. Morneweck. "Are Secondary Athletics and Publications Self-Supporting?" *Journal of Educational Research*, May, 1939. p. 662.

⁷ Wagenhorst. *Op. cit.* pp. 73, 77, 84, 101, 108, 110.

⁸ Edward Norman Gardiner. *Athletics of the Ancient World*. The Clarendon Press, Oxford, 1930.

⁹ Edward Dana Caulkins (editor). *School Athletics in Modern Education*. Wingate Memorial Foundation, New York City, 1931. (Lecture by Jay B. Nash). p. 35.

¹⁰ Wagenhorst. *Op. cit.* p. 84.

¹¹ E. R. Enlow. "Equal Pay for Men and Women? Yes! Equal Salaries? No!" *American School Board Journal*. February, 1940. p. 20.

current articles have emphasized the fact that the inflexible single salary schedule should be replaced by one that takes into consideration a teacher's dependencies. Again, such reasoning may lead one to assume that coaches deserve higher salaries.

Assuming all previous reasonings to be inconsistent, wholly without foundation, and absurd, "Is it not an infraction of the American Way to look with disfavor on those who seem destined by nature to succeed primarily in the realm of muscular dexterity and athletic skill?"¹²

There is little doubt but that more criticism is focused on the question of the coach's salary than upon any other topic treated by the present study. A large measure of this, in all probability, results from a failure to take into consideration the hypothetical assertions that a greater percentage of coaches are men; a greater lack of security overhangs the coaching field; and, an enormous amount of outside-of-school-hours time is exacted from the coach of athletics.

Again it may be well to call to mind the fact that the schools comprising the present study represent the higher salary brackets. This fact can easily be appreciated by comparing the salaries of this study for the year 1934-35 with the state-wide survey¹³ made during the same year. It was found that the median annual salary of coaches in the sixty-seven Southern Association schools was \$404.89 higher than the median annual salary of coaches in the state as a whole. The median salary of coaches throughout the state was \$51.80 lower than the median salary of the English teachers in the present survey. This differentiation is further substantiated by Meece,¹⁴ who showed the median annual salary of Kentucky white high school teachers to be \$530.19 greater for those who taught in independent districts than for those who taught in the county districts. The existence of a general tendency to pay higher salaries to urban than to rural high school teachers may be surmised from the study made by Shannon,¹⁵ in Indiana. He found the difference to be \$559 in favor of the urban over the rural high school teachers in that state.

Another clarifying statement is offered relative to the rumored salaries of various athletic coaches. One often hears remarks to the effect that certain coaches receive fabulous sums from athletic funds,

¹² Carroll D. Champlin. "Cultural Value of Athletics." *The Journal of Education*. June, 1939. p. 192.

¹³ George Nelson Hembree. *A Survey of the Status of the High School Athletic Coach in Kentucky*. Master's Thesis. University of Kentucky, 1935. p. 31.

¹⁴ Leonard Ephriam Meece. *Negro Education in Kentucky*. Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Vol. X, No. 3. March, 1938. p. 112.

¹⁵ J. R. Shannon. "A Comparison of Teachers' Salaries in Indiana with Those of Comparable Governmental Employees and Other Workers." *The Teachers College Journal*. September, 1940. p. 1.

alumni organizations, etc. Though the supposition is apparently authenticated by Miller,¹⁶ no cognizance was given them during this study. If such accusations be true, it is probably safe to assume that such salary supplements seldom reach a coach who is stationed in the lower salary brackets. Therefore, the salaries of coaches, as of the others, were taken from the annual reports to the Southern Association of Colleges and Secondary Schools, as reported—supplemented and substantiated when necessary from other reliable sources.

Annual Salaries of Superintendents, Principals, Coaches, and English Teachers

In order to extend the possibilities for comparison between the coaches and others on this oft-discussed topic, superintendents and principals were included along with the English teachers and coaches in Table 10, which gives the average annual salaries of the four groups.

TABLE 10. THE AVERAGE ANNUAL SALARY OF KENTUCKY HIGH SCHOOL ATHLETIC COACHES, SUPERINTENDENTS, PRINCIPALS, AND ENGLISH TEACHERS*

Year	Average Annual Salary			
	Superintendent	Principal	Athletic Coach	English Teacher
1930	\$3,456.09	\$2,354.26	\$1,798.91	\$1,345.56
1931	3,400.30	2,109.73	1,719.84	1,300.16
1932	3,226.94	2,145.26	1,609.68	1,200.37
1933	2,947.94	1,979.19	1,492.75	1,140.52
1934	2,986.81	2,027.12	1,493.55	1,140.46
1935	3,056.26	2,069.20	1,514.67	1,144.98
1936	3,108.43	2,091.39	1,558.44	1,140.98
1937	3,133.80	2,115.17	1,589.39	1,032.28
1938	3,174.43	2,190.50	1,596.16	1,205.51
1939	3,242.39	2,175.50	1,616.27	1,227.56
1940	3,155.72	2,202.24	1,635.23	1,235.34

* Data are from the annual reports of sixty-seven of the Kentucky high schools with membership in the Southern Association of Colleges and Secondary Schools for the school years 1930-31 through 1940-41.

Table 10 shows that the average annual salary of superintendents was \$300.27 less at the close than it was at the beginning of the period. Principals, coaches, and English teachers suffered reductions of \$152.02, \$163.68, and \$110.22 respectively. The per-

¹⁶ Reed Sutherland Miller. *A Study of Physical Education for Boys in the Junior and Senior High Schools of Louisville, Kentucky*. Master's Thesis. University of Kentucky, 1936. p. 34-5.

percentage losses were 8.68, 6.45, 9.09, and 8.19 respectively for superintendents, principals, coaches, and English teachers. Such a calculation shows the coach to have lost a greater per cent of his former salary than is true of the average member of any other group.

The total contents of Table 10 are used in determining the trends as shown in Figure 43. These trends represent the average annual salaries of superintendents, principals, coaches, and English teachers connected with the sixty-seven schools during the eleven-year period.

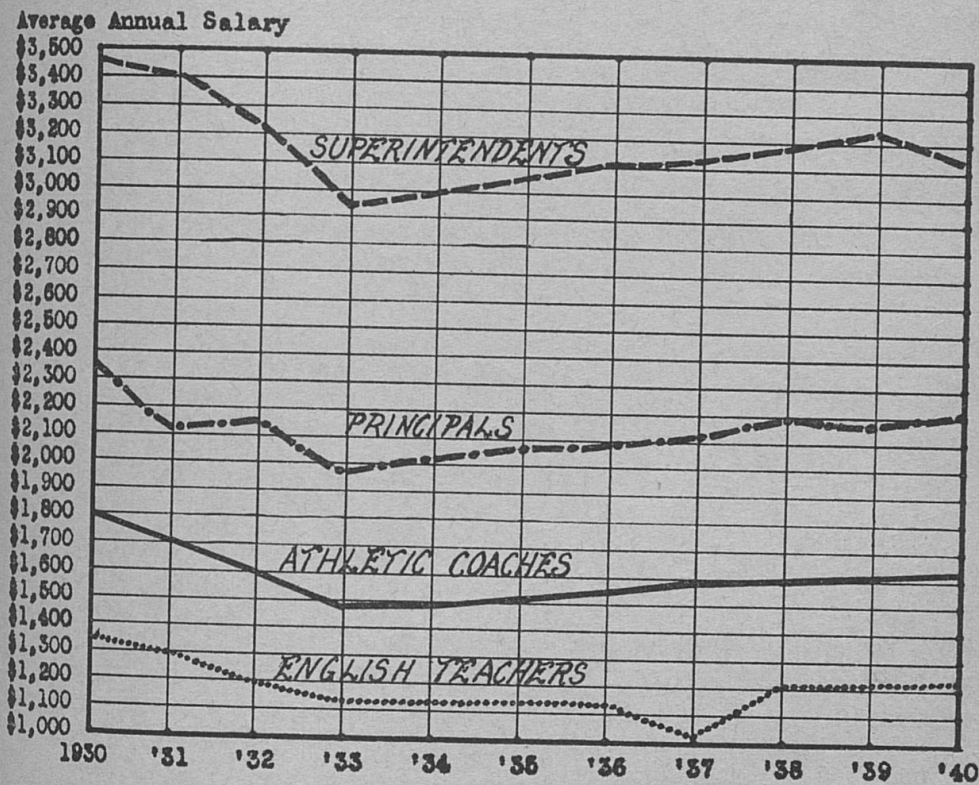


FIGURE 43. THE TRENDS OF THE AVERAGE ANNUAL SALARIES OF SUPERINTENDENTS, PRINCIPALS, COACHES, AND ENGLISH TEACHERS.

The two most noticeable features of Figure 43 are: first, the average annual salary of no one group has yet reached the level attained before the depression; and second, the spread between the salaries of the various groups remained remarkably constant throughout the period. The average annual salary of the coach outranked that of the English teacher by \$410.11, yet fell below that of the principal by a sum of \$529.97, and behind the superintendent to the extent of \$1,569.47. It is thus seen that the eleven-year average annual salary of the coach is \$109.86 nearer that of the English teacher than it is to the principal, and it falls \$1,149.36 further below the superintendent than the English teacher falls below the coach.

The abnormal drop in the salary trend of the English teachers for the year 1937-38 resulted from the previously-mentioned shifts in teaching fields and personnel changes for that particular year.

By including the superintendent in the contrast, no attempt was made to under-estimate the importance of that office or to adversely criticize the apparently high salaries received by superintendents. Their salaries analyzed in the light of the eight to ten hours per day, six days of the week, twelve months in the year, spent by many of them, does not appear so impressive. The same thing may be said proportionately in defense of the salaries received by principals.

The information in this chapter may be briefly summarized by Figure 44, which should require little explanation. It consists of four money bags drawn proportionate to the eleven-year averages of the annual salaries of superintendents, principals, coaches, and English teachers.

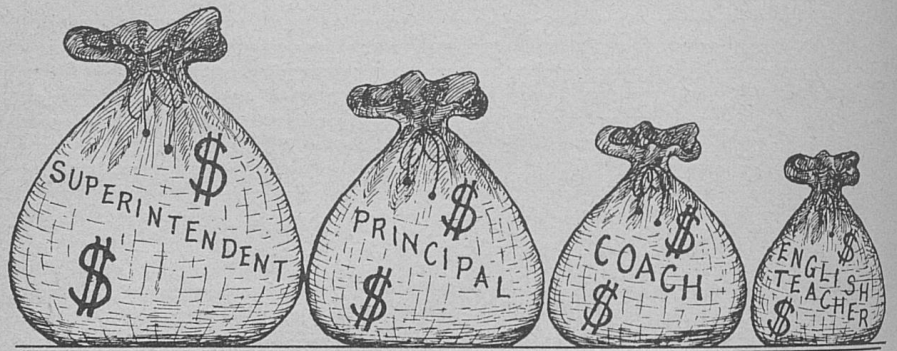


FIGURE 44. THE AVERAGE ANNUAL SALARIES OF SUPERINTENDENTS, PRINCIPALS, COACHES, AND ENGLISH TEACHERS. (Scale—Approximately $1/64$ inch square = \$1.00.)

The eleven-year averages gave the following salaries: Superintendents—\$3,171.73; principals—\$2,132.23; Coaches—\$1,602.26; and, English teachers—\$1,192.15.

Chapter IX

CONCLUSIONS AND SUGGESTIONS

The purpose of this study has been to gather information relative to the status of the athletic coach in Kentucky high schools and to present such information in a way that it would be easily understood and of practical value to athletic coaches, prospective coaches, and school administrators. Extreme care has been exercised in attempting to present the facts in a straight-forward, impartial manner.

A few miscellaneous statements are offered at this point, not as dogmatic decisions, but rather as friendly suggestions which, it is hoped, may cause the budding of thoughts in the minds of some who will ultimately attack some of the underlying problems, only the surface of which has been touched by the present treatment. The following suggestions attempt to summarize briefly a number of current practices resulting from faulty administration.

There should be more correlation between the fields of preparation and the teaching fields of coaches.

The rapid rise of physical education in the academic preparation of coaches gives promise of future changes in the trends of subjects taught. This possibility should be utilized in rectifying the undesirable practice of teaching outside of the fields of major and minor preparation.

The rise in physical education will, it is hoped, correct many of the other undesirable characteristics of over-emphasized and unwisely centralized interscholastic athletics.

Entirely too many coaches are inadequately trained for the mathematics classes which they attempt to teach.

More school administrators should take into consideration the academic preparation of prospective coaches and then compare it with the teaching needs of the vacancy to be filled.

The rapid turn-over of coaches is paralyzing to the coaching profession.

The experience of coaches, revealed in Chapter V, indicates that too great a per cent of coaching is being done by young men—a tendency which, if pursued to extremes, may sacrifice much of the wisdom that comes from experience.

There still exists too much lack of security in the coaching profession.

Considering the total load of coaches and the insecurity of coaching, lower salaries would probably not attract the type of material which is greatly needed in the coaching profession.

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BIOGRAPHICAL SKETCH

The writer of this thesis was born on a farm near Brandenburg, Kentucky, January 11, 1906 and received his elementary education in a rural school in Meade county. He graduated from the Meade County High School at Brandenburg in 1923 and from Western Kentucky Teachers College at Bowling Green in 1931.

Since reaching the age of eighteen, his time has been spent chiefly in educational work with the exception of three years, two of which were spent at farming and the other in operating a barge line on the Ohio river.

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His educational experience, all of which was in his home county, has been received in the following order: one year as teacher of a one-room rural school, one year as attendance officer, one year as principal of the elementary school at Brandenburg, one year as a high school teacher and three years as principal of the high school at Wolf Creek, four years as superintendent of Meade county schools, and the last two years as principal of the consolidated and high school at Brandenburg.

The writer's interest in athletics is the natural outgrowth of his many years of intimate connection with high school athletics from the viewpoint of player, coach, and school administrator.



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