



8-1-1951

The Status of the Athletic Coach in North Dakota

Gordon Steen Obie

[How does access to this work benefit you? Let us know!](#)

Follow this and additional works at: <https://commons.und.edu/theses>

Recommended Citation

Obie, Gordon Steen, "The Status of the Athletic Coach in North Dakota" (1951). *Theses and Dissertations*. 555.

<https://commons.und.edu/theses/555>

This Thesis is brought to you for free and open access by the Theses, Dissertations, and Senior Projects at UND Scholarly Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

THE STATUS
OF THE ATHLETIC COACH
IN NORTH DAKOTA

A THESIS
SUBMITTED TO THE GRADUATE FACULTY
OF THE
UNIVERSITY OF NORTH DAKOTA

BY
GORDON STEEN OBIE
" "
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE
DEGREE OF
MASTER OF SCIENCE IN EDUCATION
AUGUST 1951

TABLE OF CONTENTS

.....	1
.....	2
.....	3
.....	4
.....	5

ACKNOWLEDGEMENTS

The writer gratefully acknowledges his indebtedness to his advisor, Leonard R. Marti, Head of the Department of Physical Education for Men, for his understanding suggestions and criticisms in the preparation of this thesis.

He is further indebted to his wife for all her beneficial aid and suggestions in tallying and tabulating returns of this survey.

LETTER OF TRANSMITTAL

CONCLUSION

TABLE OF CONTENTS

CHAPTER	Page
I INTRODUCTION.....	1
Purpose of Study.....	1
Procedure.....	2
Returns.....	2
Classification of Schools.....	3
Review of Similar Studies.....	4
II TRAINING.....	6
III EXPERIENCE.....	18
IV DUTIES OF THE COACH.....	23
V SUMMARY AND CONCLUSIONS.....	53
BIBLIOGRAPHY	57
APPENDIX	58

A LETTER OF TRANSMITTAL

B QUESTIONNAIRE

LIST OF TABLES

Table	Page
I NUMBER OF PUPILS ENROLLED IN CLASS A, B, AND C SCHOOLS.....	4
II COLLEGE OR UNIVERSITY GRANTING DEGREES TO COACHES.....	6
III DEGREES HELD BY COACHES.....	7
IV MAJOR AND MINOR FIELDS OF COACHES.....	8
V PROFESSIONAL INTERESTS.....	10
VI COMMUNITY INTERESTS.....	12
VII NUMBER OF ORGANIZATIONS COACHES BELONG TO.....	12
VIII SPORTS PARTICIPATED IN WHILE AT COLLEGE (VARSITY SPORTS)	14
IX SPORTS PARTICIPATED IN WHILE AT COLLEGE (NON VARSITY SPORTS).....	15
X AGES OF COACHES.....	19
XI YEARS IN FIRST FOUR TEACHING POSITIONS.....	20
XII SPORTS COACHED AS HEAD COACH.....	23
XIII SPORTS COACHED AS ASSISTANT COACH.....	25
XIV NUMBER OF COACHES IN CLASS A, B, AND C SCHOOLS.....	26
XV NUMBER OF GAMES SCHEDULED IN CLASS A, B, AND C SCHOOLS.....	27
XVI NUMBER OF GAMES AND LENGTH OF SEASON FOR VARIOUS SPORTS.....	29

CHAPTER I
INTRODUCTION

XVII LENGTH OF SEASON..... 30

XVIII LENGTH OF PRACTICE SESSIONS..... 32

XIX NUMBER OF CLASSES TAUGHT PER WEEK..... 34

XX NUMBER OF SUBJECTS COACHES TEACH..... 35

XXI SUBJECTS TAUGHT BY COACHES..... 36

XXII AMOUNT OF TEACHING IN THE MAJOR OR
MINOR FIELDS..... 38

XXIII EXTRACURRICULAR ACTIVITIES..... 39

XXIV MINIMUM BASIC SCHEDULE FOR 1950-51..... 41

XXV SALARIES OF COACHES..... 42

XXVI ADMINISTRATIVE DUTIES..... 45

XXVII SUMMER ACTIVITIES OF COACHES..... 48

CHAPTER II
METHODS

The purpose of this study is to report clearly the status of the athletic coaches of the public and private high schools of North Dakota with regard to the following:

1. Training
2. Type of Training
3. Experience
4. Nature of the Work

APPROVED BY THE BOARD OF EDUCATION
OF NORTH DAKOTA, 1950

CHAPTER I

INTRODUCTION

This study has been made to show the status of the high school athletic coach in North Dakota. The athletic coach is defined as follows:

"The coach of interscholastic athletic teams assumes a responsible position in American education. On the one hand he guides the destinies of youth in life situations of intense interest. On the other hand he instructs boys in the technic of his specialty, and witnesses the results of his teaching in actual and immediate practice. His teachings are openly exposed to public evaluation and criticism.

No other teacher enjoys so rich an opportunity for moulding the character of adolescent youth, and no other teacher runs so great a risk of having his technical shortcomings exposed."¹

Purpose of Study

The purpose of this study is to depict clearly the status of the athletic coaches of the fully and minor accredited high schools of North Dakota with regard to the following:

1. Income
2. Type of Training
3. Experience
4. Duties of the Coach

¹J.F.Williams and C.L.Brownell. The Administration of Health and Physical Education, p.360

5. Teaching Load
6. Extra Curricular Activities
7. Scheduling Responsibilities
8. Administrative Duties
9. Summer Activity

The facts presented should be useful in vocational and educational guidance, and in evaluating professional training curricula. It should also enable school administrators to evaluate the duties of coaches in relation to other teachers.

Procedure

Questionnaires were sent to 245 high school athletic coaches in North Dakota. A short letter explaining the purpose of the study was enclosed along with a stamped and self addressed envelope. Follow-up cards were sent to those coaches who did not return questionnaires.

The questionnaire method was used rather than the interview or visitation method because of the time element and the expense in visiting all classified high schools in North Dakota.

Returns

A total of 245 questionnaires were sent out and 146 were returned or 60%. Twenty returns were received from class A coaches, sixty-two from class B coaches, and sixty four from class C coaches.

Classification of Schools

For athletic purposes, schools in North Dakota are divided into classifications A, B, and C according to enrollment.

Class A high schools have an enrollment of 250 and above; class B schools 70 up to 250; and class C schools are those with enrollments under 70.

There seems to be a distinct trend toward classifying schools and players. Instead of having one state championship, some states are conducting tournaments for two or three types of schools, depending upon size. Competition is on a much more even basis so schools play other schools of equal size.

There are also plans in some states to have heavyweight and lightweight teams. This plan gives more players a chance to participate even though they don't have the ability to make the "A" team. Educationally this is sound procedure as it gives more players a chance to participate in a sport of their choice.²

Table I indicates the enrollments of the schools which returned the questionnaire:

²E. F. Voltmer and A. A. Esslinger. The Organization and Administration of Physical Education, pp.248-249.

Table I
NUMBER OF PUPILS ENROLLED IN
CLASS A, B, AND C SCHOOLS

Class	Range	Median
A	250-1200	430
B	28-268	122
C	8-92	47

Some schools are over or under the specified number of pupils for their classification, but that is due to the fact that the schools had the proper enrollment at the time of classification but it has changed since.

Review of Similar Studies

H. H. Moorman made a similar study in 1932 for the high school coaches of Louisiana and he drew the following conclusions:

1. The salaries of coaches ranged from \$750 to \$2200, being in many cases larger than those of the average classroom teacher in Louisiana.
2. Coaches do not stay in the coaching field very long.
3. Eighty-six percent of the coaches were born in Louisiana.
4. Eighty-nine and one tenth percent of the coaches graduated from Louisiana institutions.
5. Ninety-five and six tenths percent of all coaches hold certificates of the highest types. All of them have Bachelor's degrees and eight of them have Master's degrees.
6. The coaches, as a group, have a teaching load only a little greater than the minimum requirement of three class hours prescribed by the Louisiana Athletic Association and considerable smaller than the maximum of 150 pupil hours permitted by the Southern Association.
7. The majority of coaches teach only those subjects in which they have a college major or minor.
8. The coach has many academic duties.
9. The coaches were found to be rather young, the median being 28.5.

10. Football is the only sport in which more than half of the coaches have participated at college. From these facts the conclusion may be drawn that the status of the coach is little different from that of the ordinary high school teacher, except that his hours are longer and his salary, on the whole, is a little larger. The coach is no longer considered a thing apart, but in education, training, and experience is truly a member of the educational profession."³

This thesis was written in 1932 so a comparison can not be accurately made except to see how the coach of today compares with the coach of twenty years ago in the state of Louisiana.

³H. H. Moorman. The Status of the High School Athletic Coach in Louisiana, Master's Thesis, Louisiana State University, p. 3.

CHAPTER II

TRAINING

Most of the coaches in North Dakota received training in one of the colleges of the state or the University of North Dakota as indicated in Table II.

Table II

COLLEGE OR UNIVERSITY GRANTING DEGREES TO COACHES

Name of Institution	Number	Percent
Minot State Teachers College	26	18.8
Mayville State Teachers College	19	13.8
Valley City State Teachers College	17	12.3
University of North Dakota	12	8.7
Jamestown State Teachers College	12	8.7
Concordia College	11	8.0
Dickinson State Teachers College	10	7.2
North Dakota State College	9	6.5
Ellendale State Teachers College	4	3.0
University of Nevada	1	.7
Augustana	1	.7
Hamline	1	.7
Superior Teachers College	1	.7
Columbus	1	.7
Morehead State Teachers College	1	.7
St. Thomas	1	.7
University of Minnesota	1	.7
Bemidji State Teachers College	1	.7
Platteville Wisconsin	1	.7
Dakota Wesleyan	1	.7
University of Iowa	1	.7
Indiana State	1	.7
University of South Dakota	1	.7
St. Marys	1	.7
Augustburg	1	.7
St. Johns	1	.7
Marquette	1	.7

One hundred nine of the coaches or 79 percent received their degree from educational institutions in North Dakota. Nineteen coaches or 15 percent received degrees from Minnesota

schools for the next best representation.

Coaches in North Dakota for the most part have received a B. A. or B. S. degree and a few have received the Master's degree. Table III shows the number of coaches who have degrees in North Dakota and the type.

TABLE III
DEGREES HELD BY COACHES

Class	Number of Coaches	B. S.	B. A.	M. A. or M.S.	Non-Grad.
A	20	12	8	4	0
B	64	29	30	3	3
C	62	31	23	5	6

All of the class A coaches hold degrees and four of them have master's degrees.

The class B coaches have members whom do not have degrees. There are three such members. Two of them have a first grade professional certificate and the other two have had two and a half years training. One of them has a standard teaching certificate, and has two years of training, and two have three years of training. One coach did not answer that question.

Ninty-seven and four tenths percent of the coaches who answered the questionnaire have college degrees. The nine coaches who do not have degrees indicated they are going to summer school.

The statistics from Table III prove that coaching has graduated from the "best player will coach stage" to a highly professional group.

Major and Minor Fields

The athletic coaches of North Dakota have been trained in a wide variety of major and minor fields. Table IV shows majors and minors of coaches on the job.

TABLE IV
MAJOR AND MINOR FIELDS OF COACHES

Major Field	Number of Coaches	%	Minor Field	Number of Coaches	%
Social Sciences	42	30.8	Physical Education	52	38.0
Physical Education	37	27.0	Social Sciences	51	37.3
Natural Sciences	20	14.8	Natural Sciences	23	16.0
Mathematics	15	10.9	Education	19	14.0
Commerce	10	7.4	English	16	11.3
Education	6	4.5	Mathematics	13	9.6
Industrial Arts	5	3.7	Commerce	10	7.4
Agriculture	1	.7	Agriculture	4	2.9
English	1	.7	Psychology	4	2.9
			Industrial Arts	1	.7

More coaches have social science majors than physical education majors, as only 27 percent of the coaches in this study have a major in physical education. Thirty-eight percent of the coaches have a minor in physical education so a total of 65 percent have either majored or minored in physical education; sixty-eight and one tenth percent majored or minored in social sciences, and thirty and eight tenths percent majored or minored in natural sciences. They also showed some interest in courses such as mathematics, commerce, and education, but very little interest in English, agriculture, industrial arts, and psychology.

It is highly desirable that coaches have a major or at

least a minor in physical education.

Dudley S. Degroot* thinks coaching should be a major course in itself and states a number of reasons to justify his thinking.

"1. The combination of teaching physical education classes and coaching interschool athletic teams is not a good one, by the very nature of the demands of each upon teacher or coach. Class teaching invariable suffers.

2. In most colleges and large high schools, coaching today is a full-time responsibility and should be so recognized.

3. In smaller schools, a classroom teaching or administrative assignment, in combination with coaching will produce for more desirable results.

4. In light of all the developments in the field of competitive athletics during the past 25 years, coaches must have more adequate preparation than is now available."⁴

Degroot went on to say that physical education is the best major for a person who wishes to take up coaching, but he would like to see coaching set up as a major in itself. He did not think the majors in physical education received enough methodology in coaching various sports.

*Dudley Degroot has a rich background in coaching and teaching physical education. Dr. Degroot is presently serving as Professor of Physical Education and head football coach at the University of New Mexico, Albuquerque.

⁴D. S. Degroot. "Have we Ignored Coaching As a Profession?" American Association of Health, Physical Education, and Recreation, pp. 30-31.

Professional and Community Interests

The coaches indicated they belonged to four different professional organizations and to seven different community organizations. Professional organizations they belong to are listed in Table V.

TABLE V

PROFESSIONAL INTERESTS

Organizations	Membership	Percent
* N D E A	143	98
** N D H P E R C A	88	60.2
*** N E A	87	59.8
**** A A H P E R	22	15

Ninty-eight of the coaches in this study indicated they belong to the N D E A. It is almost mandatory in most schools that teachers belong to this organization so that probably accounts for the large membership. The N D H P E R C A, of which the coaches group is a part, has 88 members or 62.2 percent of the group reporting. This association proves very beneficial to coaches in North Dakota as it meets annually and provides an opportunity for those in health, physical education, recreation and coaching with a chance to get together and discuss common problems. Eighty-seven coaches or 59.8 percent belong to N E A, the National Educational Association, and 22 or 15 percent indicated, belong to the A A H P E R.

*North Dakota Educational Association.

**North Dakota Health, Physical Education, Recreation, and Coaches Association.

***National Educational Association.

****American Association of Health, Physical Education, and Recreation.

Teachers in the physical education field should keep themselves up to date by maintaining membership in professional organizations, such as the American Association for Health, Physical Education, and Recreation; the National Education Associations, and other similar state or local groups. They should supplement this with regular attendance at professional meetings, and should be regular subscribers to one or more professional magazines."⁵

Unless individuals in any profession keep abreast of current trends and practices in the field, their methods soon become outmoded and ineffective. They lose contact with the world for which they are preparing students to live. Only through broad association with and participation in such organizations can they hope to be worthy leaders of youth.

From the amount of membership in the A A H P E R, 15 percent, it seems that coaches as a whole are not very interested in the fields of health and physical education. Literature from this organization does not emphasize coaching to any extent. Membership in the N D H P E R C A is considerably better, 60 percent, but, being a local organization coaches should belong to it 100 percent.

Community Interest

The purpose of this part of the study is to see how active the coach is in community affairs with special emphasis on the

⁵W. R. Laporte. The Physical Education Curriculum, p. 51.

clubs or organizations of which they are members.

TABLE VI
COMMUNITY INTERESTS

Clubs or Organizations	Membership	Percent
American Legion	63	43.2
Mason's	30	20.6
Commercial Club	22	16.0
V F W	19	13.0
Elk's Club	11	7.6
Lion's Club	10	7.1
Knights of Columbus	8	5.5
Eagles	6	4.1
Quarterback Club	6	4.1
Odd Fellows	2	1.6
Official's Association	2	1.6
Kiwanis	2	1.6
Rotary Club	1	.7
Shriners	1	.7

A coach should take an active part in community activities as he is well known and respected in the community.

Table VII shows how many organizations each coach belongs to.

TABLE VII
NUMBER OF ORGANIZATIONS COACHES BELONG TO

Number	A	B	C	All	Percent
0	2	13	16	31	21.3
1	12	26	32	70	58.7
2	3	18	10	31	21.3
3	5	6	4	15	8.9
4	0	1	0	1	.7

Twenty-one and three tenths percent of the coaches do not belong to any organizations; 58.7 percent belong to one,

21.3 percent belong to two; 8.9 percent belong to three, and one coach or .7 percent belong to four organizations. This does not necessarily mean that a coach is not taking part in community activities if he does not belong to any organizations.

Magazines or Periodicals

Eighty-eight or 61 percent of the coaches indicated they take the Athletic Journal and 79 or 54.1 percent take the Scholastic Coach. These two magazines deal directly with coaching and are perhaps of the most value to the coach. It is to be expected that subscriptions to these 2 magazines would be large.

Coaches who belong to professional organizations usually receive periodicals as a part of their membership. The N D H P E R C A issues 5 News Bulletins yearly, and the A A H P E R publishes the Journal of Health, Physical Education, and Recreation for members of that organization, therefore, 60.2 percent get the News Bulletin and 15 percent get the Journal of Health, Physical Education, and Recreation.

Very few coaches indicate an interest in magazines such as Collier's, Reader's Digest, Saturday Evening Post etc. Not more than one or two coaches subscribes to any one of these.

Sports Participation

It is not necessary to participate in sports to be a good coach, but it probably is to the athletic coaches advantage to have done so. Table VII shows what sports were participated in as varsity athletes while the coaches attend college.

TABLE VIII
SPORTS PARTICIPATED IN WHILE AT COLLEGE
(VARSITY SPORTS)

Name of Sport	Coaches Participating	Percent
Football	85	58.2
Basketball	80	54.8
Track	53	36.3
Baseball	34	23.3
Golf	9	6.2
Tennis	5	3.5
Boxing	5	3.5
Wrestling	3	2.0
Hockey	3	2.0
Volleyball	1	2.0

Eighty-five coaches or 58.2 percent played football as a varsity player in college. Basketball is a close second with 80 or 5.48 percent taking part. Fewer coaches participated in track, than did in football and basketball, which is probably due to the weather in this area. Baseball is under the same handicap as track as indicated by the table.

Table II shows that 79 percent of the coaches graduated from colleges in North Dakota, and many of the colleges do not conduct the other sports as tennis, golf, boxing, wrestling, and hockey on an intercollegiate basis, which explains the low percentage of participation in those sports.

Many of the coaches may have participated in sports as non-varsity athletes; and, from the standpoint of coaching, this would also be beneficial.

TABLE IX

SPORTS PARTICIPATED IN WHILE AT COLLEGE(non-varsity sports)

Name of Sport	Coaches Participating	Percent
Softball	115	79.8
Volleyball	95	65.1
Basketball	92	63.0
Baseball	82	56.1
Touch-Football	70	48.0
Golf	60	41.1
Tennis	55	38.0
Boxing	33	15.8
Badminton	1	.7
Handball	1	.7
Hockey	1	.7

Table VIII shows that the coaches took a very active part in non-varsity athletics while at college. One hundred fifteen of the coaches or 79.8 percent, played softball; and volleyball was a close second. Neither one of these sports is offered as a varsity sport in this area. Basketball is played by 63 percent of the coaches. In as much as basketball is the only sport that is played in every high school represented in this study, college experience would undoubtedly help the coach. Over half of the coaches played baseball, and almost half or 48 percent played touch-football.

It is desirable that a coach be proficient in the sports which he coaches. The greater number of sports he is able to play or has played, the easier will be his teaching job. Certainly it is easier to teach or coach if one is able to demonstrate what he expects his pupils to do. In smaller schools there is usually only one coach and he handles all

sports. A background of many and varied sports activities can be very valuable to any coach.

Summary

1. Seventy-nine percent of the coaches received their training in North Dakota. This seems to indicate that the educational institutions of this state place most of their graduates in this state.
2. Ninety-seven and four tenths percent have either a B. A. or B. S. degree and 12 of these have Master's degrees. There are 9 non-graduates. A very high percentage of the coaches have degrees although the coaching profession should aim for a 100 percent figure.
3. Social Science, Physical Education and Natural Sciences are the predominant majors and minors of the coaches. Every coach should have a major or at least a minor in physical education as this is directly related to his field.
4. Professional interest in the N D E A is very high, 98 percent, while the membership in the American Association of Health, Physical Education and Recreation is low with a 15 percent membership. The coaches should have more of an interest in the latter organization as it will keep them up to date in many phases of their field.
5. Seventy-eight and seven tenths percent of the coaches belong to community organizations such as Lions, Elks, Rotary, American Legion, etc. Most of these belong to one or two

organizations. It is desirable that a coach take an active part in community activities but he should not belong to too many as they can take up a great deal of time.

6. About 80 percent of the coaches subscribe to the Athletic Journal and Scholastic Coach. These magazines deal directly with coaching and it would benefit every coach to subscribe to one or both of these magazines.

7. More of the coaches participated in football and basketball as varsity athletes than any other sport while more coaches participated in softball, volleyball, and basketball as non-varsity athletes. It is important for a coach to have a broad background in sports participation so he will be more familiar with different sports.

CHAPTER III

EXPERIENCE

According to Voltmer and Esslinger there are four qualifications of major importance. They are in order of importance:

1. personality
2. training
3. experience
4. health⁶

This same authority claims that 2 years in a position should familiarize an instructor with the new techniques and try him out sufficiently to meet most experience requirements. A person may be a failure in his first 2 positions and still be successful in a third position although he is more apt to fail.⁷

Ages of Coaches

The ages of the 144 coaches, reporting in this study, are shown in Table IX. Most coaches are comparatively young.

⁶E. F. Voltmer and A. A. Esslinger. The Organization and Administration of Physical Education, p. 114.

⁷Ibid., p. 124.

TABLE X
AGES OF THE COACHES

Ages	Number	Percent
20-24	10	6.95
25-29	58	40.29
30-34	34	23.60
35-39	22	15.28
40-44	12	8.33
45-49	6	4.17
50-54	1	.73
55-60	1	.73
Total	144	100.
Median		

The youngest coach is 20 years old and the oldest is 58. Class A coaches range from 25 to 50 years of age and the median is 32.5 years. Class B coaches range from 22 to 48 years with a median of 28.9 years; and class C coaches are 20 to 58 years of age, and a median of 29.7 years. There is less than three years of difference in the medians of the three different classifications. Evidently age is not a significant factor in securing a position in any of the three sizes of high schools.

A famed psychologist, Willian James, has to say the following about age: 'It is one of the basic laws of psychology that with the increase of age there is a lessening of the power of flexibility. Habits become fixed and the power of adaptation decreases. This of course, varied with the individual. In some, flexibility and adaptation increase with age. Habit dooms us all to fight out the battle of life upon the lines of our nurture of our early choice, and to make the best of a pursuit

that disagrees, because there is no other for which we are fitted, and it is too late to begin again.... Already at the age of twenty-five you see the professional mannerisms settling down upon the young commercial traveler, on the young doctor, on the young minister, on the counselor-at-law.....

It is well for the world that in most of us, by the age of thirty, the character has set like plaster and will never soften again. If the period between twenty and thirty is the critical one in the formation of intellectual and professional habits, the period below twenty is more important still for the fixation of personal habits."⁸

Years in Teaching Positions

An attempt was made to see how long each coach stayed at each of his first four positions.

TABLE XI

YEARS IN FIRST FOUR TEACHING POSITIONS

Yrs.	First Position		Second Position		Third Position		Fourth Position	
	No.	%	No.	%	No.	%	No.	%
1	60	44.8	23	27.4	6	13.7	3	3.9
2	35	26.1	23	27.4	15	34.5	8	22.9
3	22	16.4	15	17.9	9	20.7	8	22.9
4	8	6.0	12	14.3	7	16.0	7	20.0
5	3	2.3	1	1.2	1	2.3	2	5.7
6	3	2.3	3	3.6	2	4.5	3	8.6
7	1	.8	4	4.8	2	4.5	1	2.9
8	1	.8	3	3.6	2	4.5	1	2.9
9	0	-	0	0	0	0	1	2.9
10	0	-	0	0	0	0	1	2.9
30	1	.8	0	0	0	0	0	0

⁸E. E. Lewis, Personal Problems of the Teaching Staff, pp. 262-263.

Coaches do not tend to stay in their first positions very long as 60 of them or 44.8 percent stayed only one year before moving to another job. One coach stayed as long as 50 years in his first position. They tend to stay slightly longer in their second position, but tenure at that job is also short. A little over three years are spent at each school during the third position, and almost 4 years in the fourth position. Coaches have a tendency to stay only a little longer in each succeeding position.

Due to many factors coaches probably stay a shorter time at each position than straight academic teachers. The two main factors probably are: (1), failure to win and (2), emotional strain. Control of athletics by the school in many places is very poor, resulting in undue public pressure on the coach.

An authority in the field of high school athletics has set up a list of community athletic objectives as follows:

" 1. Communities should realize that control of, and responsibility for, school athletics rests entirely with school authorities.

2. School athletics should furnish a recreational opportunity for the general public only in so far as a community is willing to see that program conducted solely for the benefit of student competitors and student spectators.

3. Communities should judge the success of the season on the number of participants and spectators, new skills acquired, and good citizenship and good sportsmanship taught, rather than on numbers of games won and lost.

4. Communities constantly should keep in mind the fact that, primarily, an athletic contest is a part of a school program because of its educational implications. When it ceases to have educational value it should cease to be a school function."⁹

⁹C. E. Forsythe. The Administration of High School Athletics, p. 9.

Summary

1. The median age of coaches in this study is 30.5 years. This indicates that the coaches are comparatively young and probably don't stay in the coaching field very long.

2. Coaches do not stay in each position very long, especially their first position, where close to half of them stay only one year. Many of these coaches probably find a better position, so therefore decide to move after one year.

TABLE III

SPORTS COACHES BY YEAR CLASS

Year Class	Class A Schools		Class B Schools		Class C Schools	
	No. Coaches	%	No. Coaches	%	No. Coaches	%
1	15	35.7	4	9.5	7	15.7
2	4	9.1	15	34.1	21	46.2
3	2	4.5	10	22.7	10	22.2
4	0	0	11	24.8	12	26.4

Of the 19 coaches answering this question from class 1 schools, 15 or 78.9 percent coach only one sport in their schools. Six or 31.6 percent of the 44 class 2 coaches are head coach in one sport while 7 or 15.9 percent of the 44 coaches

CHAPTER IV

DUTIES OF THE COACH

This chapter deals with many aspects of the coaches duties and his status in various phases of school life. Coaching is only one of the coaches duties; others include duties toward the school and duties toward the community. Coaches duties in the school generally include: coaching, teaching, extra curricular activities, and certain administrative details.

Coaching Load

Coaches vary a great deal in coaching load with class A school coaches having a much lighter load than do the coaches in class B or C. Table XI gives data on how head coaches compare in their coaching load for the class A, B, and C schools.

TABLE XII

SPORTS COACHED AS HEAD COACH

No. of Sports	Class A Schools		Class B Schools		Class C Schools	
	No. Coaches	%	No. Coaches	%	No. Coaches	%
1	13	68.4	6	9.4	7	11.6
2	4	21.0	13	20.3	21	34.7
3	2	10.5	29	45.2	20	33.2
4	0	.0	16	25.0	12	19.9

Of the 19 coaches answering this question from class A schools, 13 or 68.4 percent coach only one sport as head coach. Six or 9.4 percent of the 64 class B coaches are head coach in one sport while 7 or 11.6 percent of the 60 coaches

in class C schools are head coaches in one sport. Four or 21 percent of the class A coaches are head of two sports while 20.3 and 34.7 percent of the coaches in class B and C schools are head coaches of two sports. Two or 10.5 percent of the class A coaches have 3 sports while 29 or 45.2 percent and 20 or 33.2 percent of class B and C coaches coach 3 sports. None of the class A coaches have 4 sports as do 16 or 25 percent of the coaches in class B and 12 or 19.9 percent of the coaches in class C schools. Undoubtedly, class A schools can afford to hire more coaches and have them teach other subjects. There is some advantage in this because it reduces the strain on the coaches and enables them to think in terms of the whole education of the child. On the other hand it encourages over specialization and over stress on each sport. Pre-season and post season practice are much more likely to occur, thus limiting the students to one field of activity.

Table XIII shows how the class A, B, and C coaches compare in number of sports they assist in coaching.

TABLE XIII
SPORTS COACHED AS ASSISTANT COACHES

No. of sports	Class A	Class B	Class C
1	6	1	0
2	2	1	0
3	0	0	0
4	0	0	0

Not many coaches serve as assistant coaches.

The class A schools have more coaches serve as assistant coaches than do the class B and C schools. Six class A coaches assist in one sport while 2 of them assist in 2 sports. One coach in class B assists in 1, and 1 coach assists in 2 sports. None of the class C coaches help as assistant coaches.

Class B and C schools are able to employ only one coach thus eliminating all assistants. Also the number of boys out for sports is limited and one man can reasonably handle them.

The larger class A schools usually have 2 or three coaches, and 3 or four assistant coaches. Undoubtedly a coach taking a first job in the field will usually be employed as head coach in one of the smaller schools. If he moves up to the larger schools concentrating on coaching, he will be a head coach in one sport; if his major emphasis is teaching he will become an assistant coach.

One class A school has 1 coach; 55 class B schools have 1 coach and 53 class schools have but one coach. Table XIV shows this information.

TABLE XIV

NUMBER OF COACHES IN CLASS A, B, AND C SCHOOLS

Number of Coaches	Class A	Class B	Class C
1	1	35	53
2	2	20	6
3	5	7	1
4	5	0	0
5	1	0	0
6	2	0	0

The class A schools range from 1 to 6 coaches while one class A school has 1 coach and 2 have six. The class B and C schools have from 1 to 3, but most of them, 73 percent, have 1 coach.

Scheduling

Scheduling is a very important administrative responsibility, and in most schools to-day there has been a tendency towards over-emphasis in athletics. The results have been: too many games scheduled, practices sessions are too lengthy, and the seasons overlap other sports. Are North Dakota schools drifting with the tide of over-emphasis?

"The tendency in high school athletics is to work boys too hard and too long. Practice periods are arranged daily, the schedule of games extends over a period of many weeks, and the number of contests exceed the educational values obtained therefrom. Herein lies a flagrant source of overemphasis."¹⁰

¹⁰J. F. Williams and C. L. Brownell. op. cit., p. 367.

Table XV shows the number of games scheduled for each sport in the class A, B, and C schools.

TABLE XV
NUMBER OF GAMES SCHEDULED IN CLASS A, B, AND C SCHOOLS

	No. of Games	Class A		Class B		Class C	
		No.	Percent	No.	Percent	No.	Percent
Football (11-man)	5	0	0	6	23.4	0	0
	6	0	0	9	35.1	0	0
	7	1	7.7	4	15.6	0	0
	8	12	92.3	5	19.5	0	0
	9	0	0	1	3.9	0	0
	10	0	0	1	3.9	0	0
Football (6-man)	2	0	0	0	0	1	4.4
	3	0	0	0	0	2	8.8
	4	0	0	1	3.5	6	26.4
	5	0	0	7	24.5	5	22.0
	6	0	0	7	24.5	5	22.0
	7	0	0	8	28.0	3	13.2
	8	0	0	5	17.5	2	8.8
	9	0	0	1	3.5	0	0
	Basketball	10-12	0	0	0	0	1
13-15		0	0	0	0	3	5.1
16-18		2	15.4	5	8.5	11	18.7
19-21		5	38.5	35	45.5	23	39.1
22-24		5	38.5	12	20.4	15	25.5
25-27		1	7.7	5	8.5	4	6.8
28-30		0	0	1	1.7	1	1.7
Baseball	2-4	0	0	2	12.6	7	30.2
	5-7	1	100.0	10	60.3	8	44.8
	8-10	0	0	2	12.6	1	5.6
	11-13	0	0	1	6.3	1	5.6
	14-16	0	0	1	6.3	1	5.6
Track	1	0	0	4	12.4	5	33.8
	2	0	0	4	12.4	3	20.1
	3	1	10.0	11	34.1	3	20.1
	4	3	30.0	10	31.0	3	20.1
	5	2	20.0	3	9.3	0	0
	6	4	40.0	0	0	1	6.7

Thirteen class A schools are represented in this study and they all have football and basketball as interscholastic athletics. Twelve of the schools have 8 game schedules in football, with one team playing a 7 game schedule. Of the 64

class B schools represented in this study; 26 of them play 11 man football and they schedule from 5 to 10 games and only 2 of them play more than an 8 game schedule. None of the class C schools have 11 man football due to their size of enrollment. Six man football, which smaller schools can play, is being played in 29 class B schools and 24 class C schools. The schedule ranges from 4 to 9 games for class B schools and 2 to 9 games for class C schools. Class A schools schedule from 16 to 27 basketball games while 10 of the 13 schools play 19 to 24 games a season. Class B schools range from 12 to 30 games and 55 or 45.5 percent, prefer a 19 to 21 game schedule. The class C schools schedule ranges from 11 to 29 games with 19-21 games as the most frequent schedule. Baseball is more popular with the class B and C schools as 34 of them conduct the sport. Schedules range from 2 to 16 games. The class A schools range from 2 to 6 track meets, class B schools from 1 to 6 meets and the class C schools also schedule from 1 to 6 meets.

Brownell and Williams, authorities in Physical Education Administration, have recommended a maximum number of games per season and length of season in weeks. Table XVI presents their recommendations.

TABLE XVI¹¹NUMBER OF GAMES AND LENGTH OF SEASON FOR VARIOUS
SPORTS

Activity	Number of games per season	Length of season in weeks
Football	6	8
Basketball	12	12
Baseball	8	10
Track	5	10

A brief comparasion of Tables XV and XVI shows the following: Forty-three, or 47 percent, of the schools in this study play more than 6 football games and 19 schools or 10.8 percent play more than 8 games. Only one of the schools play the recommended 12 game maximum schedule in basketball, the majority of the schools play 19-21 games. The 12 game schedule may be some what limited for a region with long winters. Other authorities recommend 15 games as a maximum.

It would appear that we have emphasized basketball to such an extent that it is necessary to play 2 and 3 games some weeks in order to complete schedules of 19-21 games and in some cases as many as 27 games.

Baseball and track compare favorable with the recommended schedule as only 4 schools or 21 percent play more than 8 games and 5 or 8.7 percent participate in more than 5 track meets.

¹¹J. F. Williams and C. L. Bronnell. op. cit., p. 367.

TABLE XVII

LENGTH OF SEASON

	No. of Weeks	Class A		Class B		Class C	
		No.	Percent	No.	Percent	No.	Percent
Football	5	0	0	0	0	2	8.8
(6-man and 11-man)	6	0	0	3	12.0	7	30.8
	7	0	0	1	4.0	3	13.2
	8	0	0	9	36.0	7	30.8
	9	0	0	4	16.0	1	4.4
	10	6	46.2	4	16.0	4	17.6
	11	6	46.2	3	12.0	0	0
	12	1	7.7	1	4.0	0	0
Basketball	10-11	0	0	1	2.1	2	4.6
	12-13	1	7.7	7	14.7	7	13.6
	14-15	2	15.4	15	31.5	11	20.8
	16-17	4	30.8	10	21.0	16	29.8
	18-19	3	23.1	5	10.5	11	20.8
	20-21	3	23.1	10	21.0	7	13.6
	22-23	0	0	0	0	0	0
Track	3	0	0	0	0	2	13.4
	4	0	0	6	22.8	5	33.5
	5	1	10.0	3	11.4	3	20.1
	6	3	30.0	8	30.4	4	26.8
	7	1	10.0	1	3.9	0	0
	8	1	10.0	7	27.3	1	6.7
	9	4	40.0	1	3.9	0	0
Baseball	2	0	0	0	0	2	11.2
	3	0	0	1	7.1	0	0
	4	0	0	2	14.2	5	28.0
	5	0	0	2	14.2	4	22.4
	6	1	100.0	7	49.7	5	28.0
	7	0	0	0	0	0	0
	8	0	0	2	14.2	2	11.2

The 13 class A schools have from 10 to 12 weeks of football practice. Six spend 10 weeks in practice, 6 spend 11 weeks, and 1 spends 12 weeks in practice. Class B schools length of season range from 6 to 12 weeks with 17, or 68 percent, of them spending 8 to 10 weeks in practice. Length of season for class C schools is from 5 to 10 weeks; thirty and eight tenths

percent have a 6 week season, and 30.8 percent have an 8 week season.

The basketball season ranges from 11 to 21 weeks for class A schools as it does for class B and C schools. Class A schools average 16 weeks; class B schools $14\frac{1}{2}$ weeks, and the class C schools average $16\frac{1}{2}$ weeks.

Baseball is played in only one class A school and its length of season is 6 weeks. The length of season for the class B schools range from 3 to 8 weeks and the class C schools have a range of 2 to 8 weeks. The coaches of class B and C prefer a 4-6 week season. Weather is the biggest factor for determining length of season in track and baseball. Neither one of the two sports exceeds 9 weeks of practice. Class A coaches tend to spend more time on track than do the class B and C coaches.

Compared with Table XVI both football and basketball exceed the recommended length of season with basketball the greater offender. None of the schools, in this study, exceed the maximum length of season for track or baseball as suggested by Brownell and Williams.

Again we seem to be emphasizing a few sports for such long periods that students have no time to take part in other individual activities in the physical education and intramural program, nor do they have time for music, dramatics, and other school activities.

Table XVII shows how much time the class A, B, and C coaches spend in practice sessions for the various sports.

TABLE XVIII
LENGTH OF PRACTICE SESSIONS

	No. of Hours	Class A		Class B		Class C	
		No.	Percent	No.	Percent	No.	Percent
Football	1	0	0	0	0	1	4.4
	1½	4	30.8	9	33.3	9	35.2
	2	8	61.6	15	55.5	10	44.4
	2½	1	7.7	3	11.1	3	13.2
Basketball	1	0	0	0	0	6	10.4
	1½	7	53.9	31	58.9	35	66.5
	2	3	23.1	19	36.1	13	24.7
	2½	1	7.7	3	5.7	4	7.6
Baseball	1	0	0	0	0	1	6.0
	1½	0	0	10	66.7	11	65.0
	2	0	0	5	33.4	4	24.0
	2½	0	0	0	0	1	6.0
Track	1	0	0	9	31.5	7	63.0
	1½	3	50.0	17	59.5	3	27.0
	2	2	33.4	2	7.0	1	9.0
	2½	1	16.7	0	0	0	0

Brownell and Williams suggest the following in regard to length of practice periods: football, 1½ hours; basketball 1½ hours; baseball, 2 hours, and track 1 hour.¹²

The majority of coaches exceed the suggested practice periods in basketball and football.

"Besides the undesirable effects of long and numerous practice periods upon the health of the players themselves, school facilities are not available at suitable times for intramural use. In an attempt to formulate a more equitable basis for the development of both intramural and interscholastic

¹²J. F. Williams and C. L. Brownell. op. cit., p. 368.

programs the maximum standards are suggested.¹³

Teaching Load

All the coaches in this study have teaching duties although there is a wide variety in the amount of their teaching load.

Laporte has the following to say about teacher load:

¹⁴ In order that a teacher may do efficient work the assignments for class instruction should not exceed five clock hours or the equivalent class periods per day, or fifteen hundred minutes per week. In no case should they be permitted to exceed six hours per day or eighteen hundred minutes per week, this maximum should include after school responsibilities, estimated on a clock hour basis comparable to the assignments for the regular school day. Such responsibilities will include team coaching, intramural sports or playground direction, or other extra curricular assignments. This assumes additional time spent in preparation, in grading papers etc., outside of assigned class hours. Each teacher should have available at least one period during the day for office consultation and individual conferences.

In no case should any teacher be expected to handle more than 250 students as a teachers load in a given day. Preferably he should not be responsible for more than 200¹⁵

Table XIX shows the number of classes taught per week by class A, B, and C coaches.

The range of classes taught in class A schools is from 7 to 28 classes per week and the mean is 21.6. Undoubtedly, the smaller the class load the greater the coaching duties for those coaches who are teaching less than 16 classes per week.

¹³J. F. Williams and C. L. Brownell. op. cit., p. 368.

TABLE XIX
NUMBER OF CLASSES TAUGHT PER WEEK

No. Hours	Class A	Class B	Class C
7-9	1	0	0
10-12	0	3	1
13-15	0	5	8
16-18	2	9	4
19-21	6	20	17
22-24	4	14	7
25-27	6	6	15
28-30	1	2	2
31-33	0	2	3
34-36	0	2	1
37-39	0	0	0
40-42	0	0	0
43-45	0	0	0
Mean	21.6	21.3	22

Class B coaches teach from 10 to 36 classes per week, averaging 21.3.

Class C coaches teach an average of 22 classes per week with a range from 11 to 36.

From an analysis of mean class loads it would appear there is very little difference between class A, B, and C schools.

Although teaching load is approximately the same in the different class schools, the amount of preparation and other class details will vary considerably depending upon the number of subjects taught.

Table XX shows coaches in the class A schools usually have less than half as many subjects to teach as do class B and C coaches.

TABLE XX
NUMBER OF SUBJECTS COACHES TEACH

No. of Subjects	Class A	Class B	Class C
1	5	1	0
2	12	3	0
3	1	10	11
4	2	29	17
5	0	18	20
6	0	2	7
7	0	0	1
Median	2	4.1	4.5

Class A coaches teach from 1 to 4 subjects and only 3 teach more than 2 subjects. Class B and C range from 1 to 6 and 3 to 7 subjects. Twenty class B coaches teach more than 4 subjects while 28 class C coaches teach 5 or more subjects. None of the class C coaches teach less than three subjects, 7 teach 6 subjects and 1 teaches 7. Class A schools are larger and have more likely to teach only in their major or minor fields.

Although it is not possible for any one teacher to handle 5, 6, or 7 different subjects effectively, coaches in North Dakota must do so. In order to qualify for positions in the state, students preparing to teach should obtain as many minors as possible.

Subjects Coaches Teach

Coaches teach a wide variety of subjects as shown in Table XXI.

TABLE XXI
SUBJECTS TAUGHT BY COACHES

Subject	Class A	Class B	Class C
Social Sciences	11	69	58
Physical Education	10	31	18
Commercial Subjects	2	35	43
Natural Sciences	7	46	40
Health	2	2	3
Mathematics	2	6	13
Agriculture	0	2	4
Algebra	2	9	14
Industrial Arts	0	1	1
Geometry	1	6	2
English	0	4	14

Subjects taught most by coaches are social science studies such as: history, economics, social studies, problems of democracy, present day problems, family relations, and social living.

Other subjects frequently taught by coaches are physical education, natural sciences, and commercial subjects. Natural sciences include geography, biology, chemistry, general science and physics; and commercial subjects are bookkeeping, typing, general business, consumer training, and shorthand. Very few coaches teach English, industrial arts, algebra, mathematics, and geometry.

It would appear that preparing to coach in North Dakota, students should minor in one or more of these subjects in which the coach is called upon to teach most frequently such as physical education, social sciences, natural sciences, or commercial subjects.

There are several factors which may modify this statement. Table IV (page 8) shows the majority of coaches have majored or minored in physical education, social sciences, or natural sciences and that they are generally teaching in major or minor fields as shown in Table XXII. Perhaps preparation in other fields would enable them to fit into many school situations better and help them obtain better positions. Although very few majored or minored in commercial subjects, many are teaching typing and bookkeeping. Certainly preparation in the commercial fields would be of great value to many coaches.

One of the requirements for a fully or minor accredited high school is that each teacher shall teach in his or her major or minor.¹⁴

Sixteen of the class A coaches teach only in the major or minor field while 4 are teaching outside of their field entirely.

¹⁴Administrative Manual for North Dakota High Schools
Department of Public Instruction, p. 14.

TABLE XXII

AMOUNT OF TEACHING IN THE MAJOR OR MINOR FIELDS

Teaching only in Major or minor	Not teaching in major or minor	Teaching major and minor plus others
Class A 16	4	0
Class B 33	3	29
Class C 12	6	41

Table XX (page 33) indicates coaches in class B and C schools average between 4 and 5 subjects so coaches will often have to teach subjects outside of their major and minor fields of preparation. Thirty-three class B coaches teach only in the major and minor, while 3 do not, and 29 teach in the major or minor plus other subjects. Twelve class C coaches teach exclusively in fields of preparation, 6 do not, and 41 teach in the major or minor plus other subjects. A total of 83 or 57.3 percent of the coaches teach subjects for which they have not been trained. In a fully or minor accredited high school, "each teacher shall teach in his or her major or minor."¹⁵

Evidently this rule is not rigidly enforced as many teachers are teaching subjects which are outside of the major or minor field.

Extracurricular Activities

Aside from coaching and teaching duties, coaches also have other extracurricular activities. The extracurricular activities vary widely as shown in Table XXIII.

¹⁵Administrative Manual for North Dakota High Schools. Department of Public Instruction, p. 14.

"Such activities as interscholastic athletics, intramurals, and often school recreational programs are frequently considered extracurricular activities from the viewpoint of general education.... This particularly classification does not necessarily indicate a lack of recognition of the educational value of activities conducted outside the classroom.... Yet the fact that interscholastic athletics, intramural activities, after-school recreational programs, and such should be considered as a closely related outgrowth of class activity makes it seem logical to include them as part of the total curriculum."¹⁶

TABLE XXIII

EXTRACURRICULAR ACTIVITIES

Activities	Number of coaches having responsibility			
	Class A	Class B	Class C	Total
Intramurals	7	13	12	32
Dramatics	0	0	9	9
Annual	0	0	7	7
Senior Play	0	2	6	8
School Paper	0	2	3	5
School Carnival	0	2	3	5
Class Advisor	0	3	0	3
Boy Scouts	0	1	2	3
Lettermen's Club	2	1	0	3
Band	0	1	1	2
Square Dancing	0	0	1	1
Junior Prom	0	1	0	1
Girl's Basketball	0	0	1	1
Christmas Program	0	0	1	1

Fifty, or 3.4.3, percent of all coaches have extracurricular duties in addition to coaching duties which are usually

¹⁶L. W. Irwin, The Curriculum in Health and Physical Education, p. 18.

classified as such. Seven or 35 percent of the class A coaches have extra duties averaging 5.4 hours a week for 17 weeks. Twenty-one, or 33 percent, of the class B coaches average 3.9 hours a week for 22 weeks of extracurricular activities, and 22, or 36 percent, of the class C coaches average 3.4 hours a week for 25 weeks. This study indicates coaches are not overburdened with activities outside of coaching duties as only about one third of them are required to handle other activities, and those who do have extra duties average 4.2 hours a week for 21 weeks. Intramural activities ranks number one as the extracurricular responsibility. Thirty two coaches in class A, B, and C schools are in charge of intramurals. Dramatics ranks a poor second, with a total of 9 in charge. Square dancing, Junior Prom, Girl's basketball and Christmas program are among other extra curricular duties.

Salary

The question of salary has long been a factor of much discussion among school officials as it is of prime importance to anyone entering the teaching profession.

North Dakota has a Cooperative Salary Study Committee which meets every spring to work out a minimum basic salary schedule for the following year. Table XXIV is the minimum salary schedule for 1950-51.

TABLE XXIV¹⁷

MINIMUM BASIC SALARY SCHEDULE FOR 1950-51

	1st. Elem. (48 hrs.)	2nd. Prof. 2 yrs.	3 yrs. Train.	B. S. or B. A.	M. A.
1st. yr.	\$2025	\$2250	\$2475	\$2700	\$2925
2nd. yr.	2085	2310	2535	2775	3000
3rd. yr.	2145	2370	2595	2805	3075
4th. yr.	2205	2430	2655	2925	3150
5th. yr.		2490	2715	3000	3225
6th. yr.		2550	2775	3075	3300
	\$60 annual increment			\$75 annual increment	

This is a recommended minimum salary schedule; and, as such it is not adhered to in many school districts as local boards make up local schedules to fit available budgets.

The trend seems to be towards salary schedules because many administrators feel that a salary schedule has many advantages. Nine advantages of a proper salary schedule are as follows: "A salary schedule is impersonal, it deals justly with home teachers, it makes a career possible, it secures better preparations, it increased tenure, it stimulates teachers, it improves the social status of teachers, and it helps the yearly budget."¹⁸

What should be the minimum salary? One source has stated the following: "at least enough to provide a living wage for twelve months and a standard of living that will draw people of refinement and ability to teaching."¹⁹

¹⁷Cooperative Salary Study Committee, "Cooperative Salary Committee Meets," The North Dakota Teacher, April, 1950, p. 45.

¹⁸E. E. Lewis. Personal Problems of the Teaching Staff, pp. 279-282.

¹⁹Ibid., p. 285

Table XXV shows the salaries for 143 coaches of class A, B, and C schools.

TABLE XXV
SALARIES OF COACHES

Salary Range	Number of coaches			All
	Class A	Class B	Class C	
\$4150-4250	0	1	0	1
4050-4149	0	2	0	2
3950-4049	1	1	5	7
3850-3949	2	0	1	3
3750-3849	4	1	1	6
3650-3749	0	0	3	3
3550-3649	6	7	3	16
3450-3549	4	9	7	20
3350-3449	2	5	7	14
3250-3349	0	11	3	15
3150-3249	0	4	7	11
3050-3149	0	9	4	13
2950-3049	0	9	11	20
2850-2949	0	3	1	4
2750-2849	0	1	1	2
2650-2749	0	1	3	4
2550-2649	0	0	2	2
2450-2549	0	0	0	0
2350-2449	0	0	0	0
2250-2349	0	0	0	0
2150-2249	0	0	0	0
2050-2149	0	0	1	1
Total	19	64	60	143
Median	\$3607.83	\$3245	\$3250	\$3346.50

The salaries of these coaches range from \$4250 to \$2100 for a difference of \$2150. One coach receives the lowest salary and he indicated he had 2½ years of training and has a Standard Teaching Certificate. The highest salary of \$4250 is paid to a class B coach with a B. S. degree and seven years of experience. Of the 143 coaches, 10 receive more than \$4000, and only one of these is a class A coach. This would indicate that many of the coaches in class B and

C schools probably are principals or superintendents. Class A coaches have a \$3607.83 median compared with a median of \$3249 for class B schools and a median of \$3250 for the class C schools. The average class A coach makes about \$350 more than the class B and C coaches.

Range in salary for the A, B, and C coaches varies a great deal as the highest and lowest paid coach in class A schools in \$4000 to \$3350 for a range of \$650. The range for the class B coaches is from \$4250 to \$2650 for a difference of \$1600, and the class C coaches ranged from \$4000 to \$2100 for a \$1900 difference.

The median salary for the class A, B, and C coaches is \$3346.50. This is \$46.50 above the maximum salary a person could make with a master's degree and 6 years experience according to the recommended minimum salary schedule. (Table XXIV). Of the 143 coaches in this study only 13 of them are being paid less than \$3000.

One hundred twenty four coaches indicated they are being paid extra for coaching while 13 coaches are not. Thirteen coaches reported the amount they receive ranges from \$100 to \$600 with an average of \$336. Extra payment for coaching is included in the coaches salaries.

"The practice of paying high school coaches an additional stipend for their coaching duties developed during World War II. Agitation for extra pay arose during the war when many other teachers were able to supplement their incomes by various types of employment in the afternoons after their school duties were over. Coaches felt they were entitled to additional remuneration because in most cases the time devoted to their coaching duties was over and above a full teaching load.....

The amount of additional salary is arrived at in various ways. The most frequent practice is to establish a fixed amount for each sport. Thus, the football coach might be paid an additional \$400; the basketball coach an additional \$300. In some cities the head coach received a higher amount than the assistants. In general football coaches received the highest stipends with basketball coaches a close second...

In some cities, the coaches are not given extra pay. Instead, their teaching loads are adjusted during the period they are coaching. This seems to be a sounder procedure of solving the problems of overloaded coaches. The practice of paying extra compensation merely perpetuates the excessive load of these teachers. Inevitably some of their duties will be neglected. Too often, the service program in physical education has paid the price of overloaded coaches."²⁰

An effort was also made to see how many coaches officiated and how much income was obtained through this source. Forty six coaches officiated; 84 did not; and 16 did not answer that question. Twenty-eight reported the amount earned ranged from \$15 to \$500, averaging \$115. These earnings are in addition to salaries previously reported.

"The extent to which a coach is justified in officiating games outside of the school organization often presents a problem of considerable magnitude. Sometimes school superintendents and boards of education seriously oppose such practices, while in other communities no criticism is voiced if the coach obtains extra remuneration in this way.....

Both the coach and his superior officer should come to an understanding about officiating before employment negotiations are finally completed."²¹

Administrative Duties

Administrative duties are many and varied. Many are delegated to coaches; others are handled by administrative authorities of the school. This section will deal with the coaches responsibility in relation to; scheduling games,

²⁰E. F. Voltmer and A. A. Esslinger. op. cit., pp. 227-228.
²¹J. F. Williams and C. L. Brownell. op.cit., pp. 362-363.

finances, publicity, hiring officials, and preparation of out of town games.

The coach was asked to check the person who is in charge of each administrative duty, indicating whether it is the coach, superintendent, athletic director, principal, or another person (See Appendix).

TABLE XXVI
ADMINISTRATIVE DUTIES

Duties	Number			Total
	A	B	C	
Scheduling				
Coach	16	59	49	124
Superintendent	1	6	9	16
Athletic Director	3	1	1	5
Principal	5	0	3	8
Other	0	0	0	0
Funds				
Coach	1	3	8	12
Superintendent	3	56	47	106
Athletic Director	1	1	0	2
Principal	10	4	5	19
Other	4	1	0	5
Publicity				
Coach	13	48	45	106
Superintendent	0	14	16	30
Athletic Director	3	0	0	3
Principal	5	3	4	12
Other	0	0	0	0
Hiring Officials				
Coach	14	46	45	105
Superintendent	1	19	14	34
Athletic Director	6	1	0	7
Principal	1	2	2	5
Other	0	0	0	0
Game Preparations				
Coach	14	54	49	117
Superintendent	0	10	9	19
Athletic Director	3	1	0	4
Principal	4	1	4	9
Other	2	1	0	3

Scheduling duties are in the coaches hands for the most part as 124 or 85 percent have this responsibility. The coach shared this duty, however, with the principal or superintendent in the majority of cases. The following is what C. E. Forsythe, administrator in interscholastic athletics, has to say about schedule responsibilities:

"Schedule making should receive the approval of the local school athletic council or board of control. Generally, it should not be the final responsibility of any one individual. Of course someone will have the task of making arrangements for schedules, but this always should be done subject to the final approval of the council. Schedules usually should be made at least a year in advance....

Games should be arranged so that they do not interfere with school time."²²

Funds are generally handled by the superintendent in class B and C schools while the principal generally has this responsibility in class A schools.

It seems good administrative practice to have someone other than the coach handle finances. It is more likely that adequate records etc., will be kept more efficiently by an administrative person or someone specifically given that job.

Twelve of the coaches indicated they handle the finances, but it is probable that the 11 class B and C coaches who reported this, probably are also the principals or superintendents while the 1 class A coach shared the responsibility with the superintendent. Forsythe gives this advice to persons whom are handling funds:

²¹ C. E. Forsythe. The Administration of High School Athletics, p. 204.

"The most important rule in handling athletic or any school activity finances is to have a simple, understandable system and then follow it. Nothing can cause more embarrassment of difficulty to a school man than inefficiency or carelessness in handling school or athletic funds. In dealings with someone else's money no transaction should be left unrecorded or unexplained. Be definite and brief but be complete. At all times the entire records showing receipts, disbursements, balances, or deficits should be open to inspection."²³

One hundred six or 72 percent of the coaches have charge of publicity for athletic events. Forsythe recommends the following:

"The news releasing agency should be either the coach, athletic director, or principal as they may agree among themselves. The extent of the advertising will depend on school policy, seating capacity, and interest in the game on the part of student body and adults."²⁴

Publicity is being handled generally in accordance with recommendations. The task of hiring officials is the coaches responsibility in most schools (71 percent). It is very important that a coach hire good officials as they are as essential to the success of an athletic contest as capable coaches.²⁵

It is good that most of the coaches are intrusted with this responsibility as they are generally more familiar with officials and therefore, can select the better ones.

Preparations for out of town games are generally the coaches responsibility as 80 percent so indicated.

In the smaller schools, the coach, superintendent, or principal should handle these duties, while in the larger,

²³C. E. Forsythe. op. cit., pp. 243-244.

²⁴J. F. Williams. op. cit., pp. 369-370.

²⁵C. E. Forsythe. op. cit., pp. 195-196.

or class A schools, the athletic or faculty manager should have this responsibility.²⁵

Summer Activities

Coaches and teachers are hired for nine months in most schools of North Dakota, so many of them seek other employment for the summer months or attend school.

The nature of summer activities should shed some light on what prospective coaches might expect to do in North Dakota during the summer months.

TABLE XXVII

SUMMER ACTIVITIES OF COACHES

Activity	Number
Summer School	70
American Legion Baseball	40
Playground Recreation	39
Coaching independent baseball	14
Construction labor	13
Salesman	11
Swimming pool manager	10
Carpenter	8
Farming	5
Forestry service	4
Painting	3
Golf course	1
Steel worker	1
Bartender	1
Postal clerk	1
Boys camp	1
Newspaper work	1
Geological Survey	1
Hail adjuster	1
Draftsmen	1
Bottling company	1
Creamery work	1

These are the activities the coaches have connected with for the past five years (1945-49). Judging from Table

XXVII, coaches are engaged in a wide variety of activities. Almost half the coaches have attended summer school during the past five years. Forty coach American Baseball while 14 handle independent baseball. Thirty-nine coaches have playground recreation jobs as summer time employment. Other activities less mentioned are: swimming pool manager, salesman, construction work, and carpenter work. Five coaching do farming and 6 had painting jobs.

The coaches income from his summer job, which is not included in his regular salary is shown in Table XXVIII.

TABLE XXVIII
INCOME FROM SUMMER ACTIVITY

Income	Number
\$1600-1699	1
1500-1599	0
1400-1499	1
1300-1399	0
1200-1299	0
1100-1199	0
1000-1099	3
900-999	2
800-899	2
700-799	11
600-699	14
500-599	19
400-499	15
300-399	13
200-299	5
100-199	3
Total	89
Median	\$544.20

Income for the summer-time work ranges from \$100 to \$1600. The coach making \$1600 did carpenter work. Three coaches made as little as \$100, and five earned

\$1000 or more. The median earnings from summer employment is \$544.20. Without question summer earnings augments the total salary of coaches considerably.

Summary

1. Sixty-eight percent of the class A coaches coach only 1 sport while the majority of the class B and C coaches handle 3 sports. The class B and C coaches are often the only coach in the school so they are required to handle all the sports.

2. The number of games played in football, baseball, and track compare favorable with schedules recommended by authorities while basketball often is over emphasized in this respect. The season is short for other sports so the schools probably schedule more basketball games to compensate for this.

3. The majority of coaches prefer a $\frac{1}{2}$ to 2 hour practice period for football, basketball, and baseball, while most of them like a one hour practice session in track. According to physical education authorities it would be better to have shorter practice periods of not over $1\frac{1}{2}$ hours for basketball, football; 1 hour for track; and 2 hours for baseball.

4. The teaching load for coaches averages about 22 hours for all coaches but class A coaches usually teach 2 different subjects while the class B and C coaches average four.

5. Social Science, physical education, commercial subjects, and natural sciences are most often taught by coaches. It would be wise for a coach preparing to coach in North Dakota to major or minor in these subjects.

6. Eighty-three or 57.3 percent of the coaches teach subjects for which they are not trained. The smaller schools cannot hire trained teachers for every subject, but every effort should be made to have coaches teach in their respective fields.

7. One third of the coaches indicated they have extra curricular duties in addition to coaching which requires about 4 hours of their time a week for 25 weeks. Coaches should have a minimum of these duties. As their coaching responsibilities take up a great deal of time.

8. The overall salary of the coaches is \$3546.5. Class A coaches average \$3607.83 which is about \$550 more than the class B and C coaches earn.

9. Only 124 of the coaches are not being paid extra for coaching which averages \$336. A coach should be paid extra, if his class load is not reduced, as coaching requires a great deal of time.

10. About one third of the coaches supplement their salary by officiating which average \$115. per year. It may not be wise for a coach to officiate in some localities especially in the sport they are coaching.

11. The coach is generally in charge of scheduling publicity, hiring officials, and out of town game preparations such as transportation, meals, lodging etc. Finances are generally handled by the superintendent. It would be better if the coach did not have these duties alone but shared them

with the principal or superintendent. Finances should be handled by an administrator or some one especially appointed for the job.

12. The coaches have a wide variety of activities for summer employment but tend to be associated with activities such as recreation, coaching baseball or attending summer school.

13. The average income from summer employment is \$544.20 in addition to regular salary.

Physical Education, Physical Education, and Physical Education are the professional majors and minors of the coaches. The coach should have a major or a minor in physical education as this field will better prepare a coach.

Professional interests in organizations such as the American Association of Health, Physical Education, and Recreation were low as only 15 percent of the coaches had memberships. The coaches should show more of an interest in professional organizations as they can help in the development of better methods in their field.

Fifty-eight and seven tenths percent of the coaches indicated they belong to community organizations such as the Y.M.C.A., Y.W.C.A., Kiwanis, etc. If the coach expects to be a part of the community he should take part in community affairs, although he should not get involved in too

CHAPTER V

SUMMARY AND CONCLUSIONS

1. Seventy-nine percent of the coaches received their training in North Dakota. This indicates that the North Dakota schools place many graduates in the state.
2. Ninety-seven and four tenths percent of the coaches have either a B. A. or B. S. degree, and 12 of these have Master's degrees. There are 9 non-graduates and they had 2 or 3 years of training. Although a high percentage of the coaches have degrees, an aim of 100 percent should be striven for.
3. Social Sciences, physical education, and natural sciences are the predominant majors and minors of the coaches. The coach should have a major or a minor in physical education as this field will better prepare a coach.
4. Professional interests in organizations such as the American Association of Health, Physical Education, and Recreation were low as only 15 percent of the coaches had memberships. The coaches should show more of an interest in professional organizations so they can keep up to date on current or modern methods in their field.
5. Fifty-eight and seven tenths percent of the coaches indicated they belong to community organizations such as the Elk's, Lion's, Mason's, American Legion, etc. If the coach expects to be a part of the community he should take part in community affairs, although he should not get involved in too

many activities as they may require too much of his time.

6. Football and basketball were played by over half of the coaches as varsity athletes while many of them took part in activities such as softball, volleyball, and touch-football as non varsity athletes. It would be better to coach a sport if one had participated in it.

7. The coaches are rather young, averaging 30.5 years of age. This indicates that most coaches do not stay in the coaching field very long but probably accept positions as principals or superintendents and then delegate this responsibility to someone else.

8. Coaches have a tendency to stay a little longer in each succeeding position. They average 2.27 years in the first position; 2.8 in the second; 3.32 in the third, and 3.8 in the fourth position. It is very likely they are offered better positions or are compelled to leave for reasons such as failures to win or public pressure in the community which accounts for the short tenure of coaches.

9. The class A coaches have a much lighter coaching load than do the class B and C coaches. The class B and C schools usually have only 1 coach so he has to handle all the sports while the larger schools usually have 3 or 4 coaches.

10. Basketball has been over emphasized in most schools in regard to number of games and length of season. The reason for this is probably our long winter season which cuts short

the seasons for football, track, and baseball.

11. The average teaching load is as follows: Class A 21.6 hours; class B 21.3, and class C 22 hours a week, but the average class A coach has only 2 subjects to prepare for while the class B and C have 4.

12. Sixty-eight coaches teach subjects in other than their major or minor field. It is not desirable to teach subjects in which a person is not trained, so every effort should be made by school administrators to have coaches teach in their fields of preparation.

13. About one third of the coaches have extra curricular duties in addition to coaching such as music, dramatics, intramurals, etc. The coach should be given a minimum of these duties as coaching will take up most of his time and he won't be able to do a good job with these duties.

14. The salaries ranged from \$2100 to \$4250, the median being \$3346.50. Ninety percent indicated they were being paid extra, on an average of \$330 for coaching. The coach is justified in being paid extra for coaching as it requires a great deal of their time in addition to their academic duties.

15. Administrative duties such as scheduling, publicity, hiring officials, and out of town game preparations were usually handled by the coach, while the superintendent usually handled the finances. Administrators should have charge of the finances.

16. The coach has a wide variety of summer activities but most of them are connected with coaching baseball, recreation, or attending summer school. The trend seems to be for the coach to be employed in a summer job related to his interests, such as recreation, coaching American Legion baseball, etc.

17. Income from summer activities range from \$100 to \$1600 with an average of \$544.20. Although this is not an excessive amount it is an addition to his regular salary and is a fair summer wage for summer employment.

The findings of this study show that coaches are well prepared for teaching and coaching and are being paid a good living wage. They share an equal teaching load with the classroom teachers and have their share of responsibilities in the school.

BIBLIOGRAPHY

Books

Forsythe, Charles E., The Administration of High School Athletics. New York: Prentice-Hall, Inc., 1948.

Irwin, Leslie W., The Curriculum in Health and Physical Education. St. Louis; The C. V. Mosby Company, 1944.

Laporte, Wm. Ralph, The Physical Education Curriculum. The University of Southern California Press: Los Angeles, 1947.

Lewis, Eugene E., Personal Problems of the Teaching Staff. New York and London: The Century Company, 1925.

Voltmer, E. and Esslinger, A., The Organization and Administration of Physical Education. New York: Crofts and Company, 1942.

Williams, Jesse Feiring and Brownell, Clifford Lee, The Administration of Health and Physical Education. Philadelphia and London: W. B. Saunders, 1947.

Periodicals and Bulletins

Qualifications of a fully and minor accredited High School, The Administrative Manual for North Dakota High Schools. Dept. of Public Instruction, Bismark, North Dakota, 1944, p. 8.

Cooperative Salary Study Committee, "Cooperative Salary Committee Meets." The North Dakota Teacher, April, 1950, Vol. XXIX, No. 8, p. 45.

Degroot, Dudley, S., "Have We Ignored Coaching as a Profession?" The Journal of Health, Physical Education, and Recreation. 1950, Vol. 21, No. 10, pp. 30-31.

Unpublished Material

Moorman, H. H., "The Status of the High School Athletic Coach in Louisiana," An unpublished Master's thesis on file at Louisiana State University, 1932.

APPENDIX A

#13 Oxford Trailer Site
University Avenue
Grand Forks, North Dakota

Dear Coach:

Enclosed is a set of questions pertinent to the existing status of the coach in the public schools of North Dakota. This list of questions is being sent to all major and minor accredited schools in the state.

An attempt is being made to determine the status of the coach in North Dakota in regard to his training, experience, teaching load, schedules, summer activity, and some personal history.

The information received in this study will be kept confidential and no specific names or places will be mentioned. Only generalizations and summaries will be presented.

The study is being conducted under the direction of Leonard R. Marti, head of the Department of Physical Education for Men at the University of North Dakota.

A copy of the tabulated results will be sent to you if you so indicate.

Thank you for your cooperation.

Sincerely yours,

Gordon S. Obie

APPENDIX B

THE STATUS OF THE HIGH SCHOOL ATHLETIC COACH IN NORTH DAKOTA

Fill in the following information as it applies to you.

1. Name _____ Age _____
 School _____ Town _____
 Check marital status. Married _____ Single _____

2. What is the Senior High School enrollment? _____
 Check class. A _____ B _____ C _____ Consolidated _____

3. In what state were you born? _____
 If in North Dakota, what town or city? _____

4. From what college or university did you graduate? _____ year _____
 What did you major in? _____ minors in _____
 What degree or degrees do you have? _____
 If not a graduate, how many years of training have you had? _____
 major _____ minors _____

5. Check any professional organizations you belong to. N.D.E.A. _____ N.E.A. _____
 A.A.E.P.E.R. _____ North Dakota Coaches Assn. _____ Others _____
 Check community organizations you belong to. Rotary Club _____ Lion's club _____
 Elk's Club _____ Kiwanian's Club _____ V.F.W. _____ American Legion _____ Mason's _____
 Knights of Columbus _____ Eagles _____ Others _____
 Check professional magazines you subscribe to. Athletic Journal _____ Scholastic
 _____ Coach _____ Others _____

6. Check the sports which you participated in as a varsity member at college.
 football _____ tennis _____ List others below
 basketball _____ golf _____
 baseball _____ boxing _____
 track _____ wrestling _____
 Check the sports you have participated in outside of varsity sports.
 touch-football _____ tennis _____
 basketball _____ softball _____
 baseball _____ boxing _____
 golf _____ volleyball _____

7. Indicate the number of years in each of your past teaching coaching
 positions. 1st position _____ 3rd position _____
 2nd position _____ 4th position _____
 How long have you been in your present position? _____

8. What is your present yearly school salary _____ does this salary include
 salary for coaching duties? Yes _____ No _____ Amount _____
 Do you officiate? Yes _____ No _____ If you officiate, give an estimate of what
 you earn yearly _____

9. Check the sports that you now coach.

	as head coach	as asst. coach	no. of assistants you have
football			
basketball			
baseball			
track			

How many coaches are there in the school system?

10. List the subjects you teach at the present time in the table below.

Subjects	No. of hours per week

11. List the extra curricular activities you conduct, such as, intramurals, dramatics, music, etc. Check the time of year you conduct them.

extra curricular activities	no. of hours per week	all year	fall	winter	spring

12. Check the following.

	no. of games on schedule	length of season in weeks	no. of hours in daily practice (circle)
football (eleven-man)			1, 1½, 2, 2½, 3
football (six-man)			1, 1½, 2, 2½, 3
basketball			1, 1½, 2, 2½, 3
baseball			1, 1½, 2, 2½, 3
track			1, 1½, 2, 2½, 3
			1, 1½, 2, 2½, 3

13. Who does the scheduling? (check) athletic director ___ Coach ___
 principal ___ superintendent ___ Other _____
 Who is responsible for the handling of funds, such as gate receipts, etc.?
 athletic director ___ coach ___ principal ___ superintendent ___
 other _____
 Who is in charge of publicity? athletic director ___ coach ___ principal ___
 superintendent ___ Other _____
 Who hires the officials? athletic director ___ coach ___ principal ___
 superintendent ___ Other _____

14. Answer the following questions regarding your summer activity for the past five years. (If you taught less than five, answer only for number of years you have been teaching)

How many summers have you attended summer school? _____
 If in recreational work, check type of recreation and number of years.
 American Legion baseball _____ years _____
 swimming pool manager _____ years _____
 coaching independent baseball _____ years _____
 playground recreation _____ years _____
 other _____

Name any other summer job you may have. _____
 _____ Number of years _____

Estimate your average income for the years you worked. (Do not average years at summer school) _____