THE RELATIONSHIP OF COACHES AND ADMINISTRATORS IN CLASS A
SCHOOLS OF REGION THREE OF THE UNIVERSITY
INTERSCHOLASTIC LEAGUE OF TEXAS

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INTERSCHOLASTIC LEAGUE OF TEXAS

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CHAPTER I

INTRODUCTION

The schools of Texas during the past few years have undergone a tremendous change in organization. Because of this change the relative duties of the administrators, coaches, and athletic directors have not been clearly defined. So important today are athletics that they are considered educational experiences and are provided for in the school curriculum. Growing out of this general athletic program is the controlled competition program which is prevalent in our society. In Texas this competitive participation of major sports is governed by the University Interscholastic League which is composed only of administrators whose duty is to determine the policies and rules for pupil participation.

Purpose of the Study

The purpose of the study is to determine what should be the relationship between coaches and administrators in Class A schools of Region Three. The study attempts to accumulate and interpret information relative to the duties, the responsibilities, the policies, the procedures, the professional status, and the social and personal relationship of coaches and
administrators in this region. More specifically the study will attempt to do the following:

a. To trace the development of the relationship
b. To establish criteria for proper relationship
c. To survey Region Three with reference to relationship
d. To apply criteria for evaluation of the relationship

Sources of Data

Both documentary and human sources were utilized in this study. Documentary sources were professional bulletins, books, theses, periodicals, college departments of physical education, secondary school athletic departments, certain Texas Region Three secondary school files and records, and data from the athletic department of the University Interscholastic League of Texas.

Human sources were from questionnaires sent to all coaches and administrators in Region Three A and the athletic director of athletics of the Texas Interscholastic League.

Definition of Terms

The term "coach" is defined in this study as an expert who develops teams for interscholastic competition in major sports and sometimes assists as athletic director in the smaller schools.

"The Interscholastic League" is a Texas public school
organization, under the supervision of the extension division of the University of Texas, to aid in directing the competi-
tion of extra-curricular activities of Texas Public Schools.

The term "major sports" refers to the sports which are
sponsored by the Texas Interscholastic League for competition
in the public schools; namely, football, basketball, baseball,
and track.

"Administration" means organized authority. Administra-
tion, in general, means the agency providing the necessary
constructive leadership to direct the program and the estab-
lishment of such policies and procedures that enable the
program to function effectively.

Limitations

This study is limited in many respects: first, to the
coaches and administrators in Class A schools of Region Three
of the University Interscholastic League of Texas; second,
to the classification of schools as listed in Interscholastic
League Bulletin for the spring term of 1949 to the end of the
spring term 1950; third, to the questionnaires and interviews
with athletic directors of high schools, colleges, state
leagues, and universities as well as with the coaches of
these various institutions.

Organization

Presented in this study are five major divisions. The
first division states the origin of this study, defines the
problem, and explains the method of procuring the data. The limitations of this study are pointed out; the terms are defined; the plan of organization is presented, and the related studies are summarized. The second division gives the historical development of the position of the coaching staff of the secondary schools. The third part of the study presents the value of competitive athletics as a means for developing the personality of the individual pupil for citizenship, co-operation, and behavior which make for democratic living. Criteria are set up for evaluating the relationship of coach and administrator in: (1) administrative principles, (2) duties, (3) policies, (4) procedures, and (5) democratic ideals of personal contact relationship. The fourth section of this study sets forth some specific practices found by tabulation of results of questionnaires sent to the coaches and administrators in Region Three, together with the application of these practices. The fifth part of the study contains such conclusions and recommendations as the study may indicate. A copy of the questionnaire is included in the appendix.

Related Studies

No study exactly comparable to the present investigation has been made. Many studies in determining the duties and responsibilities of the coach and likewise of the various administrators have been made, but it appears that no research is available on the relationship of the coach and administrator.
A comparative study of coaches in senior high schools in Texas in the pre-World War II period and post-World War II period was made by Guyer. He obtained data for the presentation of his study by the distribution of questionnaires to coaches, veterans, and non-veterans, concerning the following items: salaries, supplements to salaries, tenure, age of coaches, administrative duties, time per week in major sports, membership in professional organizations of coaches, marital status, participation in sports, and academic training.

The data from 300 high school coaches of Texas indicated the average salary was $1,767.30 pre-war and $2,824.50 post-war. Coaches in 35.1 per cent of the schools supplemented their salary before the war period while 55.1 per cent supplemented their salary in the post-war period. The average number of years of tenure for all the coaches of the study was 3.75 years in the pre-war period and 2.25 years in the post-war period. In the pre-war period 57 per cent performed administrative duties and in post-war period 76.3 per cent performed administrative work. The present study varies from Guyer's study in that his work dealt only with coaches while the present study deals with the relationship of coaches and administrators.

In 1941 Hamilton made a study of athletic coaches in Kentucky high schools. The data were obtained from the records

of the Kentucky High School Athletic Association and the files of the Kentucky State Department of Education, the Southern Association of Colleges and Secondary Schools, the offices of the Dean of the College of Arts and Sciences, and of the Department of Physical Education of the University of Kentucky. In his study, Hamilton found a need for greater correlation between the fields of preparation and the fields of teaching for the coaches with emphasis on the academic training of the coaches.\(^2\) This phase was not considered and the present investigation varies from Hamilton's study in that it emphasizes the relationship of the coaches with the administrators in forming co-ordinating program of athletics.

Williams and Brownell discussed the administrator's position in a physical education program by pointing out the difference between autocratic and democratic administration.\(^3\) They found that some administrators were efficient in office routine, others in formulating policies, delegating work to subordinates, whereas others preferred to direct personally the affairs of the department. Williams and Brownell's study differs from that of the present study in that the


present study undertakes to find the relationship between coaches and administrators in this region.

A personnel study of the men physical education directors in a selected group of independent white senior high schools in Texas was made by Penn.\(^4\) This study was devoted to the personal and social relationships of the high school physical education directors as revealed through: the speeches which the director delivered, the athletic activities in which the director participated, the books which the director had published, the civic and social organizations to which the director belonged, and the recreational activities in which the director engaged. Penn's study is different from the present study in that it dealt only with the athletic director or coach.

To make a census of directors of physical education in colleges and universities in an effort to discover facts which would prove useful to young men who contemplated entering the field of college athletic activities was the purpose of a study by Scott.\(^5\) His study is different from the present study in that it deals with the directors of physical education in institutions of higher learning.

\(^4\)William Marvin Penn, "A Personal Study of Men Physical Education Directors in Independent Senior High Schools of Texas" (Unpublished Master's thesis, Department of Physical Education, North Texas State Teachers College, Denton, Texas, 1940).

The City Administrative Directors Section of the American Association for Health, Physical Education, and Recreation has conducted three national surveys on interscholastic athletic standards. In the most recent of these surveys made in 1945, the country was divided into sections and replies were received as follows from 189 cities:

(1) Should high school teachers of physical education be paid extra for coaching duties in interscholastic sports? Yes, 170. No, 29.
(2) Should high school teachers of class room subjects be paid extra for coaching interscholastic sports? Yes, 172. No, 17.
(3) Do all interschool contests in athletics require a coach? Yes, 173. No, 16.6

This study differs from the present study in that it deals only with coaches.

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Administrative Directors Section of the American Association for Health, Physical Education, and Recreation, St. Louis, Report of Committee on Interscholastic Standards, April, 1946.
CHAPTER II

HISTORICAL DEVELOPMENT OF THE COACHING STAFF
IN SECONDARY SCHOOLS

The great extension of secondary education during the past few decades has been one of the most amazing developments in American history. With this great growth it has been necessary to reorganize the personnel of the schools and a separation of duties has developed on the part of the administrator and his staff of teachers. With this extension of the secondary schools there also has been a shift in the educational philosophy from formal discipline and faculty psychology, to pupils' needs and interests, and this has provided a new impetus for athletics.¹

Civilization develops new forms and presents complex organizations, but the pattern for modern athletic activities is laid in primitive competition. The fact is that man has always engaged in sports.² In the primitive life the sports and play were as simple as primitive man's way of life or his arts. These athletic competitions were governed by the custom and rules of the tribe of the peoples engaged, and

¹Williams and Brownell, op. cit., p. 331.
no one person served as a coach or administrator. These
competitions were crude expressions of testing skill and
courage. With the guidance of civilization, these competitive
sports were advanced. Man became conscious of an educational
force, which produced a trend toward organized activity.
Williams and Hughes state that in the early American sports
there was a pronounced influence brought from England, but
slight advancement was made because the early Puritans were
not a sports-loving people.\(^3\) From the very beginning of the
physical education programs in America, the idea developed
that health work should be educational and preventative,
with a remedial element being the final value of the program.\(^4\)

Physical education programs in America during the first
sixty year period developed slowly with a curriculum of drills
and calisthenics. In time the play element entered, and with
it, the ideals of competition for the development of the
student.\(^5\) Like the generations which followed, the early
Americans saw that by participation, the principles of democracy
began to take shape, for these participations developed citizen-
ship, co-operation, ability to take and give, sportsmanship,
character, and in fact, the education that was necessary for
life.\(^6\) These early athletic programs were not handled by any

\(^3\)Ibid., p. 24.

\(^4\)J. B. Edmonson, Joseph Roemer, Francis L. Bacon, The
Administration of the Modern Secondary School, p. 266.

\(^5\)Williams and Hughes, op. cit., p. 31.

\(^6\)Rhea Williams, "Principles and Philosophy of the University
Interscholastic League," Appendix I.
one person, but were under the rules of the school or the community. When the desire to excel grew, an individual of the school or community took over the training of the youth in the sport that the teacher or citizen himself excelled in during his youth. This early interest was in no way connected or supervised by the school and not any member of the school administration had any responsibility for the activity. These teams were known merely as "town teams." (If there was any form of coaching, it was done in the leisure time of the "teacher" or some interested person of the town who was in no way connected with the school.) Adolescent sponsorship, together with unbridled spectator influence, turned the emphasis from friendly competition to wholesome rivalry where the spirit of winning at all cost assumed major proportions. With no control, numerous sharp practices arose which blemished an otherwise worthwhile educational venture. Because of these unethical practices and low standards of participation, the educational value was being completely lost. School men began to see the necessity of responsibility in leadership, and they brought competitive activities under the guidance of the school administration.

Many desired ends of education have been found in this new era of educational philosophy. Williams and Brownell stated that personal happiness and service are worthy ideals

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7 Williams and Hughes, op. cit., p. 67.
8 Williams and Brownell, op. cit., p. 345.
9 Ibid., p. 331.
of education. The school administrators believed that no better opportunity existed to realize these than through competitive participation in athletics.

Perhaps more than any other single movement, athletics and sports characterize physical education in America. Meeting this growth in the early part of the twentieth century, interscholastic contests spread readily into the public schools. This advance was not approved by the school officials. These contests were planned by the students and the admiring town people. Soon an unwholesome rivalry which mounted to major proportions developed in sports. School authorities slowly realized the need of controlling these contests, and attempted to organize them under the guidance of responsible persons. Forsythe stated that in a typically American fashion, schools organized themselves into state organizations because it was apparent that "in unity there is strength." It was also evident to school men concerned with the growing importance of the interschool athletic program that better administrative regulations, tempered with greater uniformity and equality, would be the outgrowth of organizations larger than local and sectional groups. Some of these organizations were not very strong for a number of years but the need was present and today every state in the Union has some form of

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10 Ibid., p. 345.  
11 Ibid., p. 346.  
12 Charles E. Forsythe, The Administration of High School Athletics, p. 29.
state athletic and activity association. In the statement of the purposes of each of these associations, there is found the basic principle of our democracy, namely, the protection and promotion of regulated high school activities.\textsuperscript{13} Texas has a unique interscholastic league organization in that it is controlled by an institution of higher learning. The University of Texas in 1915 set up the rules and regulations governing the competitive activities.\textsuperscript{14} Like Texas, each state of the Union is interested in the welfare of the organization to the best interest of the participant.

When the states organized for better regulations of the athletic contest, the problem then arose as to the personnel to conduct these contests. The "one man" school program placed a great responsibility on the administrator and in many cases, he had a greater task than he could handle, so he solved his coaching problem by seeking the service of someone who was not a member of the school faculty.\textsuperscript{16} In this case the state associations were faced with some regulation as to the employment of coaches. This practice was discouraged, and rules were passed stating that the coach or assistant coach of these athletics must be employed by the school. The Texas rule reads: "A School is not eligible for Interscholastic

\begin{footnotes}
\item[13]\textit{Ibid.}, p. 31.
\item[14]\textit{Ibid.}, p. 38.
\item[15]\textit{Constitution and Rules of the University Interscholastic League Bulletin}, p. 5.
\item[16]Forsythe, \textit{op. cit.}, p. 165.
\end{footnotes}
athletic competition whose head coach or whose assistant coach is not a full-time employee of the school board of the school which the team represents.\textsuperscript{17}

During this early development of the department of physical education, it was deemed necessary to set up a health program and have the director of the health program coach the athletic events. The department was based on remedial and preventive knowledge; hence the choice fell upon medically trained men. In such a situation, the logical person for the directorship was a person holding a Doctor of Medicine Degree.

The change in the character of the programs of physical education is one of the outstanding developments of this field. Whereas the problems of twenty-five years ago were largely medical, today they are predominantly educational. The corrective work that is necessary is being done by those that have specialized in this field, and the problems of administration and planning are not medical in scope but clearly educational.\textsuperscript{18}

Today the concept teaches the democratic ideal of dealing with people rather than rendering medical service. Thus the people employed must be trained and experienced in an administrative capacity rather than medical capacity.\textsuperscript{19}

Also, in the past decade, because a man had played outstanding football or basketball in college, he was considered adequately prepared to administer an efficient athletic program.

\begin{flushleft}
\textsuperscript{17} Constitution and Rules of the University Interscholastic League Bulletin, Sept. 15, 1950, p. 93.
\textsuperscript{18} Williams and Hughes, \textit{op. cit.}, pp. 117-118.
\textsuperscript{19} Williams and Brownell, \textit{op. cit.}, p. 222.
\end{flushleft}
as a coach. Today a coach must have many other qualifications, for he will be dealing with administration, teaching, or supervising, and his education must be broad as well as specialized in one field of athletics.21

This reorganization of the athletic department of the school moved rather slowly until war time conditions pressed the need for physical fitness. This trend was favorable to better organization in the schools for the physical education program. These war conditions presented greater opportunity for service. For a generation men have conceded that athletic activity should reach every student and that the interscholastic program should be the mountain top of the whole physical education program.22 With the revival of interest there was also a handicap with the war time; namely, the shortage of men in the schools to carry on the program. However, this was taken care of by the emergency of the work of the superintendent and the principal returning to active work in the coaching field in order to help out in wartime necessity. This emergency was also helped through the training of a group of student managers who were then placed in charge of a group. Thus the director of athletics had assistance in the important wartime work.23 Porter in looking to the future

20 Eugene V. Nixon and Frederick Cozens, An Introduction to Physical Education, p. 236.
21 Williams and Brownell, op. cit., p. 223.
23 Ibid.
as a result of the war, believed that high schools would continue to contribute to the program of raising the standards of physical fitness among high school students.\textsuperscript{24} He stated that another influence of the war on athletics was the reorganization in the coaching staff which was due to the increased interest in sports.

During the war thousands of men and women played games for the first time in their lives and later became ardent spectators. This new interest challenges the attention of physical education departments and the work of the coaches of the high schools.\textsuperscript{25} Those who are interested in sports are anxious to help support an activity that gives them pleasure and enjoyment. To meet this new challenge many school systems have increased the number of periods for physical education for the students both in the junior high and the senior high schools.\textsuperscript{26} With increased periods in the school curriculum, it was necessary to add a number of directors to carry on the work. Naturally the extent of the increase in number of the physical education staff varies with the size of the school. This has brought about a need for trained personnel. No other teacher has so rich an opportunity as the coach for molding the character of the adolescent youth.

\textsuperscript{24}Ibid., p. 13.
\textsuperscript{25}Williams and Brownell, \textit{op. cit.}, p. 206.
\textsuperscript{26}Ellwood A. Geiges, "Athletics and the Curriculum," \textit{Athletic Journal} (April, 1943), p. 22.
With this increasing of the staff, the problem of the selection of the man to fill this place becomes more and more important. In general, the essential qualifications of a coach are no different from those of any other teacher.

Forsythe set forth a plan for the distribution of coaches in the high schools of different size. In a small high school or the "one man high school" the superintendent is the only man on the coaching staff, so seldom is there a physical education program. A good administrator will at least organize an athletic council which will help him with the organization of the sports that he is to coach. This council will give a good opportunity for an effective public relationship program, as well as to establish a democratic agency for the administration of school athletics. This type of school is gradually being absorbed by other small schools or is being consolidated with the medium or large school. In making the plan for the school of medium size, which is by far the most numerous in America, Forsythe classifies them as having an enrollment of 150-500. This type of school offers unlimited possibilities for the control of athletics and a more definite program, more distribution of duties, and more personnel employed. Forsythe recommends the personnel as follows:

1. The superintendent
2. The high school principal
3. The athletic coach and the assistant, if any.

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27 Forsythe, op. cit., p. 156.
28 Ibid., p. 157.
Generally in the high school of this size, the principal is designated as the chairman of the athletic council. The coach and his assistant should be members of the council, but their real work is the training of the student and carrying out the program as it is outlined by the superintendent in his policies of the school curriculum.

The larger high schools are much the same in organization as the high school of medium size, but with more pupils the need for physical education directors is strong. As in the small and medium high school, the large high school has the superintendent as the head of the department setting forth his policies, but delegating the actual work to the other members of the staff. He is consulted in an advisory capacity since he is the one who is responsible for the program. From choice or necessity, the superintendent may delegate many details of the responsibilities of athletics to the principal, and it is essential that final authority and responsibility be accounted to the principal since that department is under his supervision. In many large high schools there may be an athletic director who serves as a business manager of the athletic department, and it is his duty to handle all the business of the athletic program except that of the actual coaching of the team.

In the work of the coach and his assistants, the duties

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29 Ibid., p. 161.
30 Ibid.
are divided as the need occurs for the work that is to be done. In the large schools it is not infrequent that there is no head coach, but there is a head coach for each sport that is coached. In many cases the head coach of one sport becomes the assistant coach in another sport. If an athletic council is organized, then the assistants have an interest in the program policies.\textsuperscript{31} The coach has many other duties besides the coaching of sports. He serves as an assistant to the director of health and physical education, and helps with the policies of the department for the betterment of health conditions in the school program.\textsuperscript{32} To show the relationship, Williams and Brownell give the line or staff of officers as set up in the departmental organization of health and physical education in Schenectady, New York.\textsuperscript{33}

Summary

The historical development of the coaching staff in the secondary school has shown a decided growth in the last two decades. Developments in physical activities have taken place historically as a result of the following:

1. Tribal competition did not call for supervision.
2. Early Americans were not sympathetic with sports and they were not included in the early curriculum.
3. Interest in competitive contests sprang up outside of the school.

\textsuperscript{31}\textit{Ibid.}, p. 163.
\textsuperscript{32}Williams and Brownell, \textit{op. cit.}, p. 221. \textsuperscript{33}\textit{Ibid.}, p. 224.
4. Competition without supervision led to corrupt practices in the play.

5. The supervision of athletics began with the introduction of Interscholastic League Association.

6. A regularly employed person was in charge of the training and supervision of the teams—the coach.

7. World War II brought forth the great need of physical education program and trained personnel to have charge of the work.

8. Plans were set up for the coaching staff in a small, medium and large high school.
CHAPTER III

CRITERIA FOR THE RELATIONSHIP OF THE ADMINISTRATORS
AND COACHES FOR REGION THREE OF TEXAS

If the relationship of administrators and coaches is to be measured with any adequacy, there must be set up a standard of measurement. Situations vary from school to school, and no hard and fast rule may be set up for this relationship. However, there are some general principles that underlie all relationships with people. A study of professional writers in this field will reveal these principles.

The criteria for the relationship of coaches and administrators require consideration of the following provisions:

(1) They must provide for the establishing of policies.

(2) They must provide for the distribution of responsibilities or duties of each.

(3) They must provide for practices which are not established policies, but are used in a large number of schools.
The Establishing of Policies

In the formation of criteria for the establishing of policies a number of writings on this phase of education were studied and analyzed. There are hundreds of details, incidental to the running of an efficient school or a school system, for which someone must be responsible. Plans and policies must be adopted, and these plans and policies must be put into operation. From these policies will come the basis for new ones.\(^1\) The working out of these policies and plans is the function of the administration of a school system. To control this educational machinery, a variety of administrative positions have been created and have grown out of the plans developed for the management of the school unit. Varying practices in administrations have developed with the growth of the secondary schools. Because of this growth, high school administration has changed materially in the last quarter of a century.\(^2\) When an administrator decides on certain policies, he must exercise care to make sure that they are based on merit rather than on unquestionable means. More than any other person, the superintendent determines by his policies whether or not the school will be efficient.\(^3\)

The chief administrator should remember that in the formation

\(^1\)Ward G. Reeder, *The Fundamentals of Public School Administration*, p. 3.
\(^3\)Reeder, *op. cit.*, p. 46.
of his policies the administrative authority is authority along with others rather than over others.\(^4\)

The size of the high school is one of the determining factors in the establishment of the policies of the athletic department. In small high schools policies are rather simple since the greater part of the work of the coach often falls on the superintendent. He does the policy-making and directing for all the school. The formation of policies of high schools of medium size is perhaps the most important task since the greatest number of our schools fall in this category. Forsythe classifies the high schools of medium size as those schools which have 150-500 enrolled in the high school.\(^5\) The large high school has an enrollment of over 500 and the responsibilities and policies are much more complicated. Since the schools in Region Three have an enrollment of less than 500 and more than 200, the policies of the high schools of medium size will be considered.

In the high school of medium size as in the large high schools the superintendent is the chief executive officer. It is he who formulates the policies and then executes them through other administrators known as principals or assistant principals.\(^6\) The superintendent of the school in the last


analysis is responsible for the general instructional policy of the school system.\textsuperscript{7} He should have the power to initiate new policies and to make the rules and regulations governing any routine matter.\textsuperscript{8} The chief concern of the superintendent is the planning of these policies which he in turn delegates to others for the actual carrying out. Usually the person who is directly responsible to him is his high school principal, who is as vitally interested in the policies of the school as the superintendent, and should have a vote in the shaping of the policies and discussing them with the head administrator. Barr points out the principal's position when he describes the principal as the leader as well as the legal commander-in-chief.\textsuperscript{9} For all these responsibilities he must make sure that there is a purpose, program, organization, policy, and procedure. He will direct the development in person and help others arrange programs and policies with the central office. He will work with the staff as a whole or with committees or individuals, or he may in some instances delegate the responsibilities in full to some other person.

Since the athletic department is one of the departments of the high school system, the superintendent is the chief executive of that department. He delegates the actual

\textsuperscript{7}Barr, Burton, and Brueckner, \textit{Supervision}, p. 77.

\textsuperscript{8}National Education Association, \textit{The Status of the Superintendent}, A Report Prepared by the Department of Superintendents, p. 18.

\textsuperscript{9}Barr, Burton, and Brueckner, \textit{op. cit.}, p. 79.
operation and planning of that department to the high school principal since he primarily deals with the functional part of the school. Generally the principal of the high school is designated as the chairman of the athletic council, but his real duty is to train the students to carry out the programs as they are outlined by the superintendent in his policies concerning athletics which he sets forth in the curriculum.\textsuperscript{10} The superintendent should at all times be consulted as the advisory member of the council. Even though the principal has the care of the many responsibilities of an athletic department, it is essential that the final authority and decisions be made by the superintendent.\textsuperscript{11} Forsythe discusses the policy of the principal in his relationship to the athletic program.\textsuperscript{12} He points out that the principal has a more definite and detailed relationship than the superintendent, since athletics are a part of the curriculum of the high school which is the principal's school. After the policies of the athletic department have been carefully formulated with the superintendent and principal, the principal should delegate the duties to the teacher who is best qualified for the work, as the coaches of the activities. After this definite program has been established and understood, everyone concerned, superintendent, principal, coaches, and athletic director, if there is one, should give his time and support to the carrying

\textsuperscript{10}Forsythe, \textit{op. cit.}, p. 157.
\textsuperscript{11}Barr, Burton, and Brueckner, \textit{op. cit.}, p. 161.
\textsuperscript{12}Forsythe, \textit{op. cit.}, p. 143.
out of the program. Cubberley also places the responsibility on the superintendent when he states:

The superintendent of the school is primarily responsible to the school board and to the people of the whole town for the successful conduct of the whole school system; the principal is primarily responsible to the superintendent for the successful conduct of a single school.13

The policy for the allocation of responsibilities of necessity calls for a clear cut understanding of relationship. The policies must be clearly allocated, since:

Teachers receive their orders from the principal for it has been clearly demonstrated both in business organization and in educational administration, that employees should usually receive orders through a single individual.14

This clearness of distribution of responsibilities is brought out by the National Survey of Secondary Education,15 which states that the distinction between duties and responsibilities of the administration of the school and of the employees should be clearly defined. The responsibilities delegated to the principal are numerous, and after he has delegated the actual coaching and planning of the sports to the coaches, he must keep a close supervision of the work. The Dallas Public School system has established a policy for its athletic department which organizes it as a centralized system for the management of all city athletics. This system could be used

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13 E. P. Cubberley, State School Administration, p. 465.
in some schools of medium size as the system is very adaptable. This plan allocates the formation of athletic policies in the administration to the principal or director of athletics and the assignment of coaching duties are subject to his assignment. After the assignment has been made the final approval is left in the hands of the principal or the superintendent.

The athletic director has complete charge of formulating schedules of interscholastic events or competitive sports. The rules governing the activities are based on the rules from the State Interscholastic League Bulletin but additional rules are set up by the athletic committee. This committee is composed of the athletic director and the principals of the different city high schools of Dallas. The details are taken care of by the athletic director with the advisory work of the principal of each particular high school. However, in matters of trips made outside of the city limits, the Board of Education passed a ruling concerning the mode of transportation, but other details are included in the duties of the athletic director. In the purchase of equipment the athletic director on the recommendation of the coach buys the necessary things, except in the purchase of tickets for the athletic events which is done by the Board of Education.16

The University Interscholastic League which sets up the policies and procedure for the athletic program in Texas High

Schools, in dealing with the allocation of responsibilities of administrators, recommends that the control of athletics remain in the hands of the administrators and that they in turn delegate the coordinating and supervising of the work to the principals. He in turn should delegate the actual work to the coach who is under the school administration similar to any other teacher in the school system.\footnote{Rhea H. Williams, "Policies and Procedure of the University Interscholastic League of Texas," p. 1.}

Every year the relationship of the physical education program and athletics becomes closer, and the problem of allocation of responsibility between the superintendent, principal, and coach becomes more and more complicated. This closer relationship is recommended by Williams and Hughes\footnote{Williams and Hughes, Athletics in Education, p. 158.} by centering all the activity of the athletics in one department and under one person who delegates the functional responsibilities to people trained in that particular interest. This same principle is set forth by Edmonson, Roemer, and Bacon in the following statement:

If the administrator is to be successful, he must delegate many duties and responsibilities to others. It is not humanly possible for one person to carry out all the administrative details connected with a school system. Responsibilities may be delegated to various assistants. However, all the authority must accompany the request, if the program is to be a success.\footnote{J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School, p. 68.}

A democratic system of directing athletic programs demands that both faculty and pupils have a voice in determining the
policies and practices of the school. The function of the democratic administration is to improve the learning of every individual. In establishing this concept Sears states that "The school is depended upon to give concrete expression, set up details, and make programs that will give a full expression to the policies of the administration."20

Formerly the "line and staff" organization gave the faculty interest in planning to the pupil. Barr describes this policy by stating that the central interest is in the life and learning of the individual pupil.21 In the formation of the policies, the pupil shares with the teacher in the planning and suggesting of principles. This plan calls for the formation of the group and any person may assume the responsibility of carrying out of the policies; however, this policy takes the central interest away from the administration and has no direct responsibility.

An improved relationship between administrators and coaches will plan for policies in which both will share in the athletic department. Democratic administration is a cooperative undertaking in which everyone participates to the extent of his ability and interest. Thus both the administrator and the coach have a definite part in the policy for the allocation of responsibilities.22 The administrator and the coach should have a voice in saying what should be the

20J. B. Sears, Public School Administration, p. 376.
21Barr, Burton, and Brueckner, op. cit., p. 406.
policies of the department. They should determine the type of work that is to be done. The work should be allocated to the person best fitted for it, in order that the best end may be accomplished. That end is the welfare of the child which is the chief interest. Some of the responsibilities of an administrator who does not allocate responsibilities will be lost in the mass of minor details. This type of an administrator may well be classed as an autocratic administrator. There is a constant conflict between the autocratic and democratic administrator. Williams and Brownell state:

Administrators differ in many respects. Some are efficient in office routine. Others excel in formulating policies, delegating to subordinates the execution of details. Some prefer to direct personally the affairs of the department. Others place the responsibility on staff members. If the administrator is an autocratic disciplinarian he dictates the policies and procedures, asserts that he, as the administrator, knows best what should be done, claims the responsibility is his, and contends that since he is to be held responsible by higher authority he will determine the course of action. If he is imbued with the principles of democracy, the administrator shows responsibilities and conducts his department with greater freedom.

Many administrators conduct their professional affairs or follow their general policies according to one of several. Formerly, the dictator type of administrator was most frequently encountered. In more recent years the trend has been in the opposite direction.

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23 Ibid., p. 406.
24 Williams and Brownell, op. cit., p. 7.
25 Forsythe, op. cit., p. 147.
The concept of the autocratic and democratic administrator, who has the policies allocated, is illustrated in the following table:

<table>
<thead>
<tr>
<th>The Autocratic Administrator</th>
<th>The Democratic Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thinks he can sit by himself and see all the angles of a problem.</td>
<td>1. Realizes the potential power in thirty or fifty brains.</td>
</tr>
<tr>
<td>2. Does not know how to use the experiences of others.</td>
<td>2. Knows how to utilize that power.</td>
</tr>
<tr>
<td>3. Cannot bear to let any of the strings of management slip from his fingers.</td>
<td>3. Knows how to delegate duties.</td>
</tr>
<tr>
<td>4. Is so tied to routine details that he seldom tackles his large job.</td>
<td>4. Frees himself from routine details in order to turn his energy to creative leadership.</td>
</tr>
<tr>
<td>5. Is jealous of ideas. Reacts in one of several ways when someone else makes a proposal. (a) Assumes that suggestion implies a criticism and is offended. (b) Kills the suggestion which does not at once strike him as excellent and with a withering of sarcastic remarks.</td>
<td>5. Is quick to recognize and praise an idea that comes from someone else.</td>
</tr>
<tr>
<td>6. Makes decisions that should have been made by the group.</td>
<td>6. Refers to the group all matters that concern the group.</td>
</tr>
<tr>
<td>7. Adopts a paternalistic attitude toward the group, &quot;I know best.&quot;</td>
<td>7. Maintains the position as friendly, helpful advisor both on personal or professional matters.</td>
</tr>
</tbody>
</table>
8. Expects hero-worship, giggles of delight at his attempts at humor and so forth.

9. Does not admit even to himself that he is an autocrat.

10. Sacrifices everything, teachers, students, progress to the end of a smooth running system.

11. Is greedy for publicity.

12. Gives others as few opportunities for leadership as possible. Makes committee assignment then outlines all duties and performs many of them himself.

Wishes to be respected as a fair and just individual as he respects others.

Conscientiously practices democratic techniques.

Is more concerned with the growth of individuals involved than with freedom from annoyance.

Pushes others into the foreground so that they may taste success.

Believes that as many individuals as possible should have opportunities to take responsibilities and exercise leadership.

Compulsion, the procedure of an autocratic administration, is the lowest level of cooperation. Under the autocratic director "working together means working for, rather than with, one." Another type of autocratic cooperation is exploitation. This type of cooperation is evident when one individual persuades the others that it is to his interest to follow the "better brain" of the few. Soon the other discovers that he has been tricked, and the consequences are harmful rather than beneficial. Those in control are motivated by self-interest rather than a common good.

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26 G. Robert Koopman, Alice Miel, and Paul J. Misner, Democratic School Administration, p. 11.

27 Ibid., pp. 3-4.
In contrast to this, the following statements show democratic motives:

1. The democratic administration shall seek to facilitate the continuous growth of individual and social personalities by providing all persons with opportunities to participate actively in all enterprises that concern them.

2. To recognize that leadership is a function of every individual, and to encourage the exercise of leadership by each person in accordance with his interest, needs, and abilities.

3. To provide means by which persons can plan together, share their experiences, and cooperatively evaluate their achievements.28

These basic principles of a democratic relationship are either expressed or implied in all American activities. From these two types of administration it is easy to understand the diversity of policies in the different schools. The democratic administrator could easily have the correct relationship with the coaching staff. He would be a wise administrator for he would get an expression from all the members of his administrative staff as well as from his coaching staff.29

The plan for the financial support of an activity program should be an established policy of the school administration. This is one of the most controversial subjects in the school system. The general policy of support, by gate receipts, is not in accord with the opinions of the administrators. The interscholastic activities are the most expensive extra-curricular activities because of the necessity of providing

28 National Education Association, Policies for Education in American Democracy, p. 186.
29 Williams and Brownell, op. cit., p. 356.
special coaches, equipment, travel expenses, and many other incidentals that are necessary. The tendency at present is for the board of education to provide the coaching services and some, if not all, of the equipment. The other expenses must be met out of income derived from gate or door receipts. This method of financing interscholastic athletics partly out of the regular school fund and partly out of receipts compels the head of the high school to assume the responsibility of financing athletics. 30 There is no doubt that school men in general would prefer to have athletics financed the same way as any other subject in the curriculum. When the support depends on paid admission, it is an obligation for the sport to please the public. This support tends to subordinate the control of athletics to finance. 31 Bilheimer made a study of athletic finances and states that if athletics are viewed as educational experiences, they should be financed in the same manner as other subjects and materials which are in school work. 32 In an investigation of the source of income in 327 high schools, Brammell found that ticket sales appeared 276 times or 84.41 per cent as the means for the support of athletics. Only 8.8 per cent of the schools indicated that the athletic program was supported by the board of education. 33 Athletics

31 Ibid., p. 625.
33 P. Roy Brammell, "Intramural and Interscholastic Athletics," U. S. Dept. of Interior Bulletin 17, Monograph 27, 1933, p. 82.
can be justified from an educational standpoint since they have as great or greater possibility for the teaching of citizenship, sportsmanship, character, self-discipline, health, and the use of leisure time as a regular subject. 34 Riley states the situation when he points out the value to be received from athletics. He places athletics as a regular subject in the school curriculum when he makes the following statement:

There is real educational value in athletics. The guidance possibilities of competitive games are unlimited. The rules of football, the formations, the plays themselves are as challenging to the mind as are the rules of algebra, the formations in geometry, or the experiments in science. Football rules, formations and plays however, have the added educational advantage of immediacy. We learn them readily because we see an immediate use for them. The football guide book is as comprehensive and specific as any text book used in our schools today. The discipline of the athletic field contributes something to the boy that he can get in no other way. Many boys earned a high school diploma because of their interest in athletics. All this would seem to indicate that the athletic program is a very important part of the educational program and should be taken from the exhibition class and placed in the regular curriculum where it belongs.

It is legal for Boards of Education (New York) to purchase athletic equipment for athletic teams. It is legal for them to provide the playing fields and other expenses of the program. It is also the undeniable right of every boy and girl in school to see his team play without paying an admission fee. Therefore, we should work for the subsidization of the athletic program by the local Boards of Education. The program can never be educational as long as it remains commercial. 35

Williams and Brownell 36 agree with Forsythe in that the support

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34 Forsythe, op. cit., p. 235.
36 Williams and Brownell, op. cit., p. 32.
of athletics should not depend upon the gate receipts even though that is the general practice. The administration should strive to do away with the use of gate receipts, and receive the support of the interscholastic program from the board of education in the same manner as other school activities are maintained. The practice today is for the gate receipts not only to support the activity itself but also to provide funds for the support of intra-mural contests, athletic fields, and any other school project. The fact that the public supports the athletic program by gate receipts is accountable for many of the existing conditions which are detrimental to the practices of education. Some of the evils arising from the situation are described by Wagenhorst:

The manner of financing interscholastic athletics accounts for most of the existing rules that must be overcome if the maximum benefits are to be derived. So long as the present plan of financing continues, high school athletics will be saturated with commercialism; winning teams will be coveted, even by school men, if only to replenish the athletic treasury; and there will be over-adulation of athletes on the part of the school and community. This does not mean that the desire to win should not be strongly present in all games. It does mean, however, that it should not loom as the dominant aim. It is in the anti-educational aims that the undesirable features of high school athletics originate. Here lies the serious ethical problem which will remain a powerful influence for evil so long as high school interscholastic athletics are not adequately financed through the regular school funds. In the final analysis, even under the present system, the community must pay the bills. If gate receipts and other sources of income are insufficient to carry out scheduled programs, special "drives", in one form or another, are invariably made upon an already overburdened public. Complete financial support through

37 Ibid., p. 374.
the regular school funds is the only method for solving the problem. Utilizing any other means of financial support necessitates the compromise with an ethical principle.38

Criteria for appraising the relationship between administrators and coaches in establishing policies are:

1. The administrator uses the staff to help him formulate the policies.
2. The administrator does not personally perform the duties, but delegates the execution of details to subordinates.
3. The opinions of the entire staff should be brought out by the administrator.
4. The schools should establish the policy of supporting athletics the same as any other activity of the school.

Distribution of Duties

After the policies of administration have been clearly defined and set up, the assignment of duties must be established. An important index to the efficiency and intelligence with which the problems of the school are being met and solved is found in the personnel that is responsible for the functional details of the school.39

38 Lewis Hoch Wagenhorst, The Administration and Cost of High School Interscholastic Athletics, p. 103.
39 Englehardt, op. cit., p. 92.
In this study the term, administrator, will refer to the superintendent or the principal as to their duties in relationship to the athletic program. The work of the superintendent has a technical and professional aspect; therefore, his duties are administrative, supervisory, and in a few schools, instructive. In the administrative scope, he is responsible not only to the school board, but also to the smooth working routine of the entire school system. The supervisory duties are wider in scope and he must keep an over sight of the activities of the entire system and not on any one school in particular. In some small schools where he has instructive duties, a part of the teaching load is placed on him together with his other duties. 40

The duties of the principal are more limited in type but more specific and numerous in activity, since his chief concern is only the high school and those activities that affect the one school. His duties may be classified roughly as executive details for the best interest of the school. 41 The principal must have a working knowledge of the policies of the administration, he must know the principles of supervision, be able to plan a high school curriculum, and have a knowledge of dealing with the practical problems of the school. The principal should be portrayed as a responsible organizer and director of educational activity; an executive given large

40 Englehardt, op. cit., p. 88.
41 Ibid., p. 457.
powers and held accountable for results.\textsuperscript{42} Sears describes the duties of the principal as a leader as well as the legal commander-in-chief.\textsuperscript{43} In all the problems, he must make sure that there is a purpose, program, organization, policy, and procedure. In some activities he will direct their developments in person and in others he will determine the organization and then arrange the program and policy in cooperation with the central office. He will work with the staff as a whole or with committees or individuals, or may delegate responsibilities in full.

The coach's duties should be largely advisory. He should be given abundant opportunity to develop the qualities of leadership inherent in the pupils who are playing on his team. His chief purpose should be to reach the greatest possible number for the development of character, initiative, cooperation, and leadership.\textsuperscript{44}

The duties of the coaches and administrators must be divided so that there will be as little over-lapping as possible in the allocation of responsibilities. For a relationship that is conducive to the best results, the administrator and coaching staff must of necessity have separate and definite responsibilities. When there is an over-lapping,

\textsuperscript{42}Ibid., p. 461.
\textsuperscript{43}Sears, op. cit., p. 385.
compromise is the keynote for a well-rounded relationship. To create harmony and fellowship in performing the duties, setting the policies, and determining the procedures between the administrators and the coaches is one of the most vital aspects of their relationship. The administrator has many responsibilities in a managerial way, but the coach has the greatest responsibility in promoting the desired objectives, so that the pupil develops a consideration for the needs, rights, and privileges of others as well as the rights, needs, and desires of one's self.\textsuperscript{45} The life interest of the pupil must be fostered by a relationship that produces a cooperative interactive process. This can also be done by studying the needs of the child so that he will respect other's rights.\textsuperscript{46} Educational leadership and responsibility are shared by all school officials from the school board to the teachers. They are shared by pupils and by community members.\textsuperscript{47}

Together with the actual duties of coaching the sports, the coach may have a teaching assignment in a regular classroom. From a study of the high school physical education directors of Texas in 1940, Fenn found in the coaching duties that eleven different sports were coached; the five most frequently mentioned were football, basketball, track, baseball, and tennis.\textsuperscript{48} He also made a study of the teaching

\textsuperscript{45}Williams and Hughes, \textit{Athletics in Education}, p. 92.
\textsuperscript{46}Hopkins, \textit{op. cit.}, p. 148.
\textsuperscript{47}Barr, Burton, and Brueckner, \textit{op. cit.}, p. 89.
\textsuperscript{48}Fenn, \textit{op. cit.}, p. 16.
assignments outside of the field of physical education and health. He found the following academic subjects being taught in the order of their frequency:

Physical Education
Mathematics
History
Civics
Social Science
Biology
General Science
Algebra
Economics
Geometry
Bookkeeping
Safety and First Aid
Mechanical Drawing
Arithmetic
Government
Vocations
Typing and Stenography
English
Commercial Arithmetic
Reading
Business Arithmetic
Public Speaking
Junior High School Literature
Commercial Law

The coach, because of his position, not infrequently has some administrative work. He serves as an assistant to the director of health, and helps in any way with the policies of the department for the betterment of health conditions in the school program.\textsuperscript{49} Fenn, in his study of physical education directors, also surveyed the administrative and other duties of coaches in Texas.\textsuperscript{50} The most frequent in order of their frequency are:

\textsuperscript{49}Forsythe, op. cit., p. 163.
\textsuperscript{50}Fenn, op. cit., p. 16.
Attending to matters of organization
Attending to correspondence
Working on school reports
Attending faculty meetings
Sponsoring clubs
Home room duties
Directing county meets

He considered as attending to matters of organization such
duties as selecting officials, arranging of game schedules,
ordering athletic equipment, planning athletic trips, and
handling discipline problems that arise both on the field
and in practice.

One of the greatest opportunities of the coach as a
teacher is the work in the field of guidance. It is his
duty to gain the confidence of the student and acquaint him
with the facts of health and occupational guidance.\textsuperscript{51} The
coach operates in a laboratory environment so that he has
many personal contacts with the students. The confidences
he may obtain in this way can be of great guidance benefit.
As a coach, health guidance is of prime interest, since
mental and physical health are his greatest concern.\textsuperscript{52} Since
he is not restricted to the extent of the academic teacher,
the coach is in an enviable position to apply the principles
and techniques of personnel work.\textsuperscript{53} The extent of the
influence is felt in the entire school system for since:

Unquestionably the physical education work in the
scholastic realm is in a strategic position not only to

\textsuperscript{51}Havel, op. cit., p. 26 \textsuperscript{52}Ibid.
\textsuperscript{53}Ibid.
give guidance to those under his immediate supervision, but to influence the attitudes, ideals, and behavior of the entire student body.\textsuperscript{54}

The very nature of the coach-student relationship has the student as the center of development. Because of the close personal contact and the fact that the coach deals with a limited number, there is a feeling of intimacy between him and his team members. This important factor is emphasized by Strang when she states:

\textit{In locker rooms, on trips, on the side lines, and in other situations, the coach can talk intimately with individual students. Likewise in small groups and teams, wholesome friendships and good personal relations develop.}\textsuperscript{55}

The coach tries to develop proper health habits and attitudes by proper diet, sleep, cleanliness, and other physical factors. His role in the social guidance field is important for personality development. In his attempt to raise team morale, the coach has an opportunity to help with the adjustments of the student. The coach may offer a great many concrete suggestions to students in the field of vocations, if he is well informed on vocational opportunities, salary considerations, and the advantages and disadvantages of an occupation about which the student is concerned.\textsuperscript{56}

\textsuperscript{54}American Association of School Administrators, \textit{Health in Schools}, Twentieth Century Yearbook, 1942, p. 115.
\textsuperscript{56}Havel, \textit{op. cit.}, p. 28.
The coach's duty in handling discipline is easily reflected in his ability as a teacher. "Discipline merely means the guidance and control of behavior." It becomes the coach's responsibility to create the proper learning atmosphere, and with this established, the child's interest is created. When the coach directs the student's achievement of self-discipline, the result is positive motivation. The pupil will do something. If the coach does not find something to do, the pupil will supply the need and if not directed, the problem arises. This responsibility is the work of the coach. In all instances the coach should have direct charge of his divisions. If a problem in athletics is to operate successfully, the coach should exercise motivating discipline. If he fails to obtain results, he should handle the problem to the best advantage of the pupil and the group.

In a study of the athletics of the Dallas School System in 1942, Cowley found that in the selection of officials for the different sports it was the duty of the coach of that particular sport to make the selection, and to notify the officials of their selection, and keep a check on their acceptance. After the centralization of the athletic program

57 Elwood C. Davis and John D. Lawther, Successful Teaching in Physical Education, p. 482.
58 Ibid., p. 486.
60 Clifford Lee Brownell, Principles of Health Education, p. 236.
in 1940, the matter of selecting officials was still under
the duties of the coach of the particular sport in question.
The game officials are secured prior to the day of the game
and agreed on by parties from both schools, usually consisting
of the coach, principal, or superintendent. Teams are always
urged to secure game officials from official associations.
The responsibility to engage satisfactory officials is upon
the home school. 62

Another duty of the coach as included in the matter of
organization is that of ordering and caring for the equipment
for the department. When the season is over for any particular
sport, it should be the duty of the coach to carefully scruti-
nize and check the equipment to see what will be usable for
another year. The coach should make an inventory at the end
of the year and keep the inventory so as to avoid over-purchase
of equipment. 63 In the school with a director of athletics,
the equipment is purchased through his office on the recom-
mendation of the coach. If the school does not have a director
of athletics, the coach should order the needed equipment
after he has made an inventory of it. 64 The coach who neglects
to clean, repair, and store his athletic equipment is not

62 The University Interscholastic League, Constitution and
Rules, Bureau of Public School Service, Division of Extension,
University of Texas, Austin, Texas, 1949, p. 35.
63 William Leonard Hughes and Jesse Feiring Williams,
Sports, Their Organization and Administration, p. 185.
64 Cowley, op. cit., p. 48.
operating the department in the most economical way. The buying of equipment and new athletic supplies should be in the hands of the coach and before he places an order he should take an invoice of the equipment on hand. One of the duties of the coach which is found in Table 5 of Penn's study was "checking the physical education equipment." Because of the position of the coach and his interest in development of physical health of the students, health guidance is of prime importance to him. One of the coach's most important duties is to motivate the health program, by carefully planning the trips and seeing that meals and accommodations are the best available.

The arrangement of schedules for the activities is a most important job. The coach who is to direct the team through the season should make the schedule or at least have a voice in its draft. The schedules for major sports, mainly football, basketball, baseball, and track for all conference games are arranged by the District Executive Committee. This committee composed of the administrators is under the direct supervision of the University Interscholastic League.

The duties of the coach are distinctly different from

66 Ibid., p. 174.  
67 Penn, op. cit., p. 16.  
68 Havel, op. cit., p. 25.  
69 H. O. (Fritz) Crisler, Modern Football, p. 212.  
70 The University Interscholastic League, Constitution and Rules, Bureau of Public School Service, Division of Extension, University of Texas, Austin, Texas, 1949, p. 62.
those of the administrator in the establishing of a physical educational program. In both cases each has a duty that is essential to the completeness of the program. The coach's duties are for the interest of the pupil and the activity.\(^7\) Criteria for the appraising of the duties are as follows:

1. The coach does academic teaching.
2. The coach works in the field of extra-curricular activities.
3. The coach is responsible for the making of schedules.
4. The coach is responsible for the selection of the officials.
5. The coach is responsible for the care of the equipment.
6. The coach has responsibility of discipline duties.
7. The coach has charge of the planning of the trips, but the administrator decides on the advisability of the trip.

Formulating of Practices

As secondary education becomes more and more universal, and the population increases, many forces are at work which forecast further essential changes in the fundamental character of the school. So fast are these changes that many of the responsibilities that arise change with the different localities and interests. With these rapid changes the

\(^7\)Williams and Brownell, op. cit., p. 402.
practices in management vary from time to time in the larger schools.

The plan of organization for control of athletics varies with the size of the school. The organization for the high school of medium size varies little from that of the small high school, but in either case it presents unlimited educational possibilities. The athletic council may be organized to fit the need of athletic activities so it will lend itself to the demands made upon it. The personnel for an athletic council that is recommended for the medium high school is as follows:

1. The superintendent
2. The high school principal (who acts as chairman)
3. The athletic coach and the assistant coach
4. One or two additional members of the faculty
5. One member of the board of education
6. One or two representatives of the student body.

It is only logical that the principal is the chairman, since he is in charge of the administration of other high school subjects; hence, he should have immediate responsibility of athletics. It is the practice of these organizations to have a functional purpose for the management of the athletics. One of the practices of the council should be to consider and approve all the schedules. Another practice of the council would be to authorize and purchase any equipment on the request of the coach. Also, the council makes athletic awards based on the recommendation of the coach, taking into consideration the character, school citizenship, and athletic ability. It is

\[72\text{Hopkins, op. cit., p. 342.}\]
\[73\text{Forsythe, op. cit., p. 157.}\]
impossible to take too great a precaution in the handling of the athletic funds, so it is a good practice of the council to keep a complete report of both the receipts and expenditures of the funds.\textsuperscript{74}

Another practice in the organization of the athletic council is presented by Williams and Brownell who recommend the practice of having a high school athletic council or association open to all regularly enrolled students.\textsuperscript{75} The purpose of this organization is different since this athletic council or association is: (1) to promote the interest of athletics; and (2) to help finance interscholastic competition when not supported by that school.

The student-controlled council does not have any of the responsibilities of the adult-governed council. Forsythe points out that the larger school systems have the most adequately organized athletic councils, because the needs are more complicated.\textsuperscript{76} However, all high schools have some form of an association or council for the betterment of athletics. The athletic council is a necessity in the large city since the high schools are located in different sections of the city and they must be coordinated by some medium.

If a well-organized program of athletics is to be made to function, the principal should delegate the actual working

\textsuperscript{74} Ibid., p. 159.
\textsuperscript{75} Williams and Brownell, \textit{op. cit.}, p. 355.
\textsuperscript{76} Forsythe, \textit{op. cit.}, p. 161.
of the athletics to a faculty business manager of athletics
or to an athletic director. His job should be that of handling
all business details related to the athletic program except
that of the actual coaching.77 It is the practice of some
schools to combine the duties of the head coach and those
of the athletic director. In this case the individual should
be called the athletic director. The Dallas Public School
system has one individual who serves as director of athletics
and all arrangements of the athletic activities come under
his direct management.78 In Fenn's study 175 principals
were consulted concerning the position of the director of
athletics.79 Men had charge of athletics in 94.7 per cent of
the schools. Of the men employed as directors of athletics
96 per cent had some coaching duties. In some cases the term
athletic director and coach are used synonymously, but in the
larger schools many administrative duties are delegated to
one person who is called the director of athletics. The vast
majority of the high schools of medium size use the coach
as the athletic director.80

The qualifications of the coach are not different from
those of any other teacher, and his manner of election or
selection should follow the same practice as for any other
member of the school faculty.81 The University Interscholastic

77 Ibid., p. 153.  
78 Cowley, op. cit., p. 2.  
79 Fenn, op. cit., p. 5.  
80 Forsythe, op. cit., p. 150.  
81 Engelhardt, op. cit., p. 93.
League of Texas in its bulletin states that the coach of athletics must be a member of the school faculty of the school where he coaches. In many schools where much emphasis has been placed on winning teams, the outsiders or a strong alumni organization frequently try to have a voice in the election or selection of the coach. This practice is not to be tolerated but the selection belongs to the board on the recommendation of the principal or superintendent, as is the situation of any other teacher of the system.

It is an accepted policy that the support of athletics should be the same as for any other subject in the curriculum, but since that is not the practice, some methods must be devised to take care of the finance of athletics. One of the most frequent practices for the support of athletics is the sale of admission tickets. The sale of these tickets presents a problem to the school officials and different schools present different practices. In many schools the principal handles the student activity finances with athletics as the leading activity. In other schools the sale of tickets requires an efficient system of bookkeeping under the supervision of an athletic council.

In nearly all the school systems there is an individual practice that is applicable to that school, but not practical

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82 University of Texas Interscholastic League Bulletin, p. 93.
83 Williams and Brownell, op. cit., p. 194.
84 Edmons, Roemer, and Bacon, op. cit., p. 370.
for a general practice. In the larger and some of the medium schools the sale of tickets for a school activity is handled by an accounting division of the board of education. Forsythe states that in some local schools there has developed a most successful scheme by having the faculty treasurer handle these finances. It is recommended that the treasurer be some person other than the superintendent or principal. In the Dallas High School the problem of the sale of tickets to adults is taken care of by advance sales in downtown ticket agencies. A teacher of each high school handles the sale of student tickets in his particular school. The tickets at the gate or game are sold by the athletic director. Before each game the athletic director makes a requisition to the cashier's office for the number of tickets needed. After the game is over the director of athletics checks with the cashier and a record is kept of all tickets by number.

The practice of granting awards is a practice of wide scope. In some schools, certificates are given; in others, insignias; and in others, letters on sweaters or jackets. Some person must be responsible for the selection of individuals to receive the award. These practices differ in the schools and different members have this responsibility. It is the practice of the Terre Haute High School to give awards according to the following rule:

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85 Forsythe, op. cit., p. 245.
86 Cowley, op. cit., p. 71.
Rule IV: Upon the recommendation of the coach and the approval of the Faculty Manager, Principal, and City Physical Education Director, a student having fulfilled the requirements shall be awarded a letter for each sport in which he has participated.  

In discussing the method of determining the awards, the Michigan High School Athletic Association recommends that the amount of competition of each individual be kept for a requisition to an award, and with this information the athletic director and the coach confer with the principal in order to check on school citizenship, attitude, character, and scholastic standings for the granting of awards. In a few cases the granting of awards is left solely in the management of the coach. In the Dallas High School system the determining of awards is set up on a point system which is made by the athletic director of the school system. A notice is sent to each coach in the system explaining the plan. After each sport season, the coach gives the information of the amount of participation of the individual boy and this is credited with the office of the athletic director. At the end of the season the boy's conduct and other local school requirements are checked by the coach. When all requirements have been met and the records checked, the director of athletics approves the boy and his award is granted.

87 Williams and Hughes, Athletics in Education, p. 267.
89 Forsythe, op. cit., p. 229.
90 Cowley, op. cit., p. 208.
There are constant changes in the principles of education and the methods for the gaining of the best results. Just as the classroom teacher needs to attend educational meetings, so does the coach need to attend his athletic association meetings. The coach's professional development may be gained by the attendance of clinics, State Coaching School, State meets, and Texas State Teachers Association, and by taking college courses in coaching. School boards and superintendents are increasingly recognizing the value of courses taken for professional improvement. Salary increments, merit rating, and other advantages are given for any professional advancement made by teachers.

For many years there was a traditional belief that the director of physical education should possess a medical degree, but a change has taken place and today he must be able to assume his position as a regular employed faculty member. The coach cannot be just "another teacher" since by the nature of his job, he is in an enviable position to apply the principles and techniques of personnel work. Nixon and Cozens further state that the director of physical education should be qualified in supervision, administration, and should have ability to assume his amount of the teaching load. He must

93 Williams and Brownell, op. cit., p. 222.
be a teacher and must have the ability to impart his knowledge.

Criteria for the appraising of the formulating of practices are:

1. The athletic council should be a definite part of the athletic program.
2. Each school should have an athletic director or a coach who serves in that capacity.
3. The coach is not regarded as "just another teacher."
4. The selection of the coaching staff should be the same as that of any other teacher in the system.
5. The granting of awards should be made on the recommendation of the coach.
6. The sale of tickets should be handled in a business-like manner.
7. The coach receives remuneration for attending professional meetings.

Summary

The criteria were established from professional writing on the subject of high school administration and the administration of athletics. The criteria were set up for the establishing of policies for the administrative work, the allocating of duties to subordinates, and the listing of practices as performed by the coaches and administrators.

Four appraisals were stated for the establishing of policies; seven appraisals were stated for the distribution of duties; and seven appraisals were stated in the formation of practices.
CHAPTER IV

EVALUATION OF THE RELATIONSHIP OF COACHES AND ADMINISTRATORS IN REGION THREE

It is the purpose of this chapter to apply the accepted criteria to the relationship of coaches and administrators in all Class A schools of Region Three. The evaluation is in terms of the school's policies, the duties of the personnel, and the practices in the relationship of coaches and administrators.

Questionnaires were sent to each of the sixty-four coaches and administrators in Class A schools of Region Three of The University Interscholastic League of Texas. Thirty-one completed questionnaires were returned by the coaches and an equal number of the administrators, which was 97 per cent of the total sent. There were some differences in the answers of the administrators and coaches concerning their duties and responsibilities. This difference of opinion appeared a greater number of times in the smaller schools than in the larger schools.

All states of the United States maintain a type of centralized organization which they call the state high school athletic association. The states are divided into districts,
with the school in each district classified according to pupil enrollment. With these associations as patterns, the University Interscholastic League of Texas was organized in December, 1910, at the State Teacher's meeting at Abilene, Texas. Each year since then it has been reorganized by a bureau of the Extension Division of the University of Texas. Only schools of approximately the same size are suggested to compete in these league-sponsored contests. This equality of competition is preserved throughout the whole program, including District and Regional meets. Schools are classified for conference competition on the total enrollment of the four top grades of high schools. At the present time Texas is divided into four classifications: (1) City Conference, 500 and up, (2) Conference AA, 500 and up, (3) Conference A, 200 to 500, (4) Conference B, up to 200. The State Executive Committee may, upon the unanimous recommendation of any district executive committee, admit any school to a higher conference. The state is divided into 37 districts in Conference A schools and 8 Regions. The Region Three includes Districts 9, 10, 11, 12, and 13, which is the territory included in this study.

A list of the coaches and administrators of Region Three who returned the questionnaires is given in the appendix. One coach and one administrator failed to return the questionnaire. The data received in these questionnaires were counted and tabulated for the use of this study.

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1Williams and Brownell, op. cit., p. 356.
An attempt was made first to investigate the formulating of school policies. The methods and personnel which apply to them are found in Table 1.

**TABLE 1**

NUMBER AND PERCENTAGE OF COACHES AND ADMINISTRATORS IN REGION THREE GIVING POSITIVE AND NEGATIVE OPINIONS CONCERNING THE FORMULATING AND EXECUTING OF POLICIES BY THE ADMINISTRATION

<table>
<thead>
<tr>
<th>Information Sought</th>
<th>Coaches</th>
<th></th>
<th>Administrators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Formulate policies and delegate to subordinates.</td>
<td>Yes</td>
<td>20  64.5</td>
<td>21  67.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>11  35.5</td>
<td>10  32.2</td>
<td></td>
</tr>
<tr>
<td>Personally direct policies and procedures and deter-</td>
<td>Yes</td>
<td>6   19.4</td>
<td>6   19.4</td>
<td></td>
</tr>
<tr>
<td>mine course of action.</td>
<td>No</td>
<td>25  80.5</td>
<td>24  77.5</td>
<td></td>
</tr>
<tr>
<td>Ask for voices of opinion, share responsibilities.</td>
<td>Yes</td>
<td>25  80.5</td>
<td>25  80.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6   19.4</td>
<td>5   16.1</td>
<td></td>
</tr>
</tbody>
</table>

The coaches and administrators agree in Table 1 that the policies of the school are formulated by the administrators and delegated to subordinates for execution of details in athletics. This opinion was expressed by 64.5 per cent of the respondents, while 35.5 per cent indicated some other method was used. Coaches and administrators in 19.4 per cent thought the policies and procedures were determined and personally directed by the administrators of the school. The democratic form of administration was supported by 80.5 per cent
of the coaches and administrators, while 19.4 per cent indicated the autocratic form was used. The small difference in opinion between administrators and coaches is possibly because the first and third questions were not clear to the respondent.

There are numerous ways of supporting athletic events. Some schools depend on athletic events to support the athletic program, while other schools employ various money-making activities or program. The question was asked concerning the policy of the schools toward making the interscholastic athletic program self-supporting from gate receipts. Table 2 indicates the number of schools that support the athletic program by gate receipts and those that use other means.

**TABLE 2**

NUMBER AND PERCENTAGE OF SCHOOLS IN REGION THREE SUPPORTING THE ATHLETIC PROGRAM BY GATE RECEIPTS AND BY OTHER MEANS AS REPORTED BY COACHES AND ADMINISTRATORS IN REGION THREE.

<table>
<thead>
<tr>
<th>Means of Support</th>
<th>Coaches</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Support by gate receipts</td>
<td>25</td>
<td>80.5</td>
</tr>
<tr>
<td>Support by other means</td>
<td>6</td>
<td>19.4</td>
</tr>
</tbody>
</table>

The figures in Table 2 show that athletics are self-supporting in the majority of schools. The coaches and administrators reveal that 80.5 per cent of schools attempt
to take care of athletic expenses by selling tickets to their contests, while 19.4 per cent supplement this fund from other sources. Several schools returned questionnaires stating that they attempted to make gate receipts pay for the athletic program, but the attendance was too small for total support. This follows the general policy of financing athletics.

In addition to his coaching duties, the coach has many other activities to perform in the modern school. One of these responsibilities is teaching classes which include academic subjects, physical educational classes, and supervising study halls. Table 3 shows the number of classes taught by coaches in Region Three.

**TABLE 3**

**NUMBER AND PERCENTAGE OF COACHES IN REGION THREE TEACHING CLASSES AS REPORTED BY COACHES AND ADMINISTRATORS**

<table>
<thead>
<tr>
<th>Number of classes:</th>
<th>Coaches</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>12.9</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>22.6</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>32.2</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>25.8</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>6.4</td>
</tr>
</tbody>
</table>

Table 3 shows that all of the coaches except two teach at least one class, while the average number of classes taught is less than three. Coaches are used in class work more in
the smaller schools, probably because of the teacher shortage in this type of school.

The coach often sponsors extra-curricular activities. Table 4 shows the extra-curricular activities frequently sponsored by coaches in Region Three.

**TABLE 4**

NUMBER AND PERCENTAGE OF COACHES IN REGION THREE SPONSORING EXTRA-CURRICULAR ACTIVITIES AS REPORTED BY COACHES AND ADMINISTRATORS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Coaches</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Class Sponsorship</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>Boy Scouts</td>
<td>2</td>
<td>6.4</td>
</tr>
<tr>
<td>Student Government</td>
<td>2</td>
<td>6.4</td>
</tr>
<tr>
<td>Recreation</td>
<td>2</td>
<td>6.4</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>48.3</td>
</tr>
</tbody>
</table>

Table 4 indicates class sponsorship by the coach is the most prevalent of the extra-curricular activities. Two coaches sponsored each of the following: Boy Scout Troops, student government in high school, and recreation activities. Coaches are used for school activities more in the smaller schools because of the teacher shortage in this type of school. However, less than half of the coaches actually sponsor any extra-curricular activity.

Another of the coach's duties is the making of schedules.
Table 5 shows the personnel planning the schedule for athletic events in Region Three.

**TABLE 5**

NUMBER AND PERCENTAGE OF COACHES, PRINCIPALS, SUPERINTENDENTS, AND ATHLETIC DIRECTORS OF REGION THREE MAKING SCHEDULES OF BASKETBALL AND BASEBALL AS REPORTED BY COACHES AND ADMINISTRATORS OF REGION THREE

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Basketball Coaches</th>
<th>Basketball Administrators</th>
<th>Baseball Coaches</th>
<th>Baseball Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Coach</td>
<td>31</td>
<td>100</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>Principal</td>
<td>4</td>
<td>12.9</td>
<td>8</td>
<td>25.8</td>
</tr>
<tr>
<td>Superintendent</td>
<td>13</td>
<td>42</td>
<td>12</td>
<td>38.8</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>5</td>
<td>16.1</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>Combination</td>
<td>22</td>
<td>71</td>
<td>22</td>
<td>71</td>
</tr>
</tbody>
</table>

Table 5 shows that the coach was listed on all the questionnaires as the maker of schedules. The coaches and administrators stated that their principals, superintendents, or athletic directors assisted the coach 71 per cent of the time in basketball and 77.4 per cent of the time in baseball. With so much variation in the listing found in the questionnaires of coaches and administrators, it is obvious that they all took part in making the various schedules for the athletic events. In some of the districts all conference games are scheduled by the District Executive Committee. The executive
committee of each district is usually composed of the superintendents, but sometimes the principal or coach serves for his school. This would cause confusion as to who really makes out the schedule. Another explanation may be found in the fact that athletic councils, school boards, and other organizations assist in making schedules.

Likewise, another duty of planning schedules for football and track is found in Table 6.

**TABLE 6**

NUMBER AND PERCENTAGE OF COACHES, PRINCIPALS, SUPERINTENDENTS, AND ATHLETIC DIRECTORS OF REGION THREE MAKING SCHEDULES OF TRACK AND FOOTBALL REPORTED BY COACHES AND ADMINISTRATORS OF REGION THREE

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Track Coaches</th>
<th>Track Administrator</th>
<th>Football Coaches</th>
<th>Football Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Coach</td>
<td>31</td>
<td>100</td>
<td>27</td>
<td>87.0</td>
</tr>
<tr>
<td>Principal</td>
<td>4</td>
<td>12.9</td>
<td>8</td>
<td>25.8</td>
</tr>
<tr>
<td>Superintendent</td>
<td>13</td>
<td>42</td>
<td>12</td>
<td>38.8</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>4</td>
<td>12.0</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>Combination</td>
<td>21</td>
<td>67.8</td>
<td>23</td>
<td>74.2</td>
</tr>
</tbody>
</table>

Table 6 shows that the coach was listed on most of the questionnaires as the maker of schedules. The coaches and administrators state that their principals, superintendents, or athletic directors assisted the coach in football and track
on an average of 71 per cent of the time. With so much variation in the listing found in the questionnaires of coaches and administrators, it is again obvious that they all took part in making the various schedules for the athletic events.

In addition to making schedules for athletic games, the coach has duties in connection with the official for the athletic games. Table 7 points out the practices of the selecting, paying, and grading of officials in Region Three.

**TABLE 7**

NUMBER AND PERCENTAGE OF COACHES, PRINCIPALS, SUPERINTENDENTS, AND ATHLETIC DIRECTORS IN REGION THREE SELECTING GAME OFFICIALS, PAYING GAME OFFICIALS, AND GRADING GAME OFFICIALS AS REPORTED BY COACHES AND ADMINISTRATORS.

<table>
<thead>
<tr>
<th></th>
<th>Coach</th>
<th>Prin.</th>
<th>Supt.</th>
<th>Athletic Director</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Per cent</td>
<td>Per cent</td>
<td>Per cent</td>
<td>Per cent</td>
</tr>
<tr>
<td>Selecting:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>30</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>30</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Paying:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>1</td>
<td>8</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>5</td>
<td>10</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Rating:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>25</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>25</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

The officials are usually selected from state officials associations nearest to your region. Lists are sent to the
various coaches. The officials that are approved by the host coach and all officials must be satisfactory to both parties and agreed upon in advance. Table 7 further shows the personnel who selects, pays, and grades the officials. The coaches and administrators listed the coach 96.8 per cent for the selecting of the officials and 80.6 per cent for the rating of officials. The superintendent or principal usually pays the officials. The paying of officials depends upon the personnel supervising the finances of athletics. This probably caused the variation in the selection of different men for paying officials. However, usually a list of officials is sent to a school and all the personnel assist in performing these duties.

Another duty besides the selecting, paying, and rating of officials is the caring for the details of an athletic trip. Table 8 indicates who is responsible for the making of arrangements for trips for the various athletic teams, the mode of travel, the time of leaving, the payment of bills, and the arrangement for meals. Table 8 also shows the distribution of duties for the coach in arranging the meals, deciding on the mode of travel, paying the bills, and setting the time for the athletic teams to make athletic trips. The coaches think that the arranging of meals is their responsibility in 96.8 per cent of the schools, while in 80.6 per cent of the schools the administrators also think that it is the coach's responsibility.
TABLE 8

NUMBER AND PERCENTAGE OF COACHES, PRINCIPALS, SUPERINTENDENTS, AND ATHLETIC DIRECTORS IN REGION THREE PLANNING AN ATHLETIC TRIP RELATIVE TO THE MODE OF TRAVEL, NECESSITY OF THE TRIP, AND THE PAYMENT OF EXPENSES AS REPORTED BY COACHES AND ADMINISTRATORS.

<table>
<thead>
<tr>
<th>Duties</th>
<th>Coach responsible</th>
<th>Supt. responsible</th>
<th>Prin. responsible</th>
<th>Athletic Director responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Arrangement for meals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>30</td>
<td>96.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>25</td>
<td>80.6</td>
<td>4</td>
<td>12.9</td>
</tr>
<tr>
<td>Mode of travel:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>16</td>
<td>51.6</td>
<td>10</td>
<td>32.2</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>15</td>
<td>48.3</td>
<td>10</td>
<td>32.2</td>
</tr>
<tr>
<td>Whether the trip should be made or not:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>25</td>
<td>80.6</td>
<td>14</td>
<td>45.2</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>16</td>
<td>51.6</td>
<td>13</td>
<td>42</td>
</tr>
<tr>
<td>Pays bills:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>19</td>
<td>62.4</td>
<td>7</td>
<td>22.6</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>13</td>
<td>42.0</td>
<td>7</td>
<td>22.6</td>
</tr>
<tr>
<td>Time of leaving:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>31</td>
<td>100</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>30</td>
<td>96.8</td>
<td>6</td>
<td>19.4</td>
</tr>
</tbody>
</table>

In the deciding of the mode of travel, the opinions of the coaches and administrators were evenly divided as to the responsibility of making the decision. The advisability of
the trip is the decision of the coaches in 80.6 per cent of their reports while the administrator thinks that the decision rests with the coaches in 51.6 per cent of the schools. The coaches think that the paying of the expenses is their responsibility in 62.4 per cent of the reported schools; the administrators think that the responsibility is mainly the coaches' work since they report it as their responsibility in 42 per cent of the schools. The time of leaving on the trip is the only item that had a majority of opinions stating it is the sole responsibility of the coach. These differences of opinion are due to the fact that there is an over-lapping of responsibilities and to the fact that the coach and the superintendent usually plan these activities together except in the large schools. In this case the principal works with the coach.

The care and purchase of athletic equipment is another duty of the coach and administrator. Table 9 shows who is responsible for the supervision of equipment of the athletic departments of the various high schools in Region Three. The coach orders the equipment, determines the price, the type, and the amount to be paid for equipment, and makes the inventory of all the athletic equipment in 30 or 96.8 per cent of the schools. The superintendent handles the financing of the equipment in 64.5 per cent of the schools. In the other schools the principal, the athletic director, or another faculty member has these duties.
TABLE 9

NUMBER AND PERCENTAGE OF COACHES, PRINCIPALS, SUPERINTENDENTS, AND ATHLETIC DIRECTORS IN REGION THREE RESPONSIBLE FOR THE PURCHASE OF EQUIPMENT, CARE OF EQUIPMENT, AND THE PURCHASE OF EQUIPMENT FOR ATHLETIC TEAMS AS REPORTED BY COACHES AND ADMINISTRATORS.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Coach responsible</th>
<th>Prin. responsible</th>
<th>Supt. responsible</th>
<th>Athletic Director responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Orders:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>30</td>
<td>96.8</td>
<td>3</td>
<td>9.7</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>23</td>
<td>74.2</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td>Type and Price:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>30</td>
<td>96.8</td>
<td>2</td>
<td>6.4</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>24</td>
<td>77.4</td>
<td>4</td>
<td>2.9</td>
</tr>
<tr>
<td>Amount:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>30</td>
<td>96.8</td>
<td>2</td>
<td>6.4</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>21</td>
<td>67.8</td>
<td>6</td>
<td>19.4</td>
</tr>
<tr>
<td>Inventory:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>30</td>
<td>96.8</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>26</td>
<td>83.9</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
<td>Pays:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>6</td>
<td>19.4</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>5</td>
<td>16.1</td>
<td>6</td>
<td>19.4</td>
</tr>
</tbody>
</table>

Probably because of their overlapping and sharing of duties in the assignments for high school teams, the coaches and administrators do not agree on all of these duties. However, the size of the school and the limited personnel will have a tendency to make uncertain a differentiation of
responsibilities and duties. The coach's duties and responsibilities are predominant.

One of the physical aids to the coach in the organization for better athletics is the athletic council or association. The council fosters improvement of relationship with the community. The student association increases the interest in school athletics with the student body. Table 10 shows the number of councils or associations in Region Three.

TABLE 10

NUMBER AND PERCENTAGES OF ATHLETIC COUNCILS AND ASSOCIATIONS IN REGION THREE AS REPORTED BY THE COACHES AND ADMINISTRATORS.

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Coaches</th>
<th></th>
<th>Administrators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Athletic Council</td>
<td>9</td>
<td>29%</td>
<td>11</td>
<td>35.5%</td>
</tr>
<tr>
<td>No Athletic Council</td>
<td>22</td>
<td>71%</td>
<td>20</td>
<td>64.5%</td>
</tr>
</tbody>
</table>

The coaches report only 9 or 29.0 per cent of the schools have athletic councils or associations in Region Three, whereas the administrators indicate 35.5 per cent have such councils. Probably the difference of opinion was caused by administrators considering such organizations as a Quarterback Club an athletic council or association.

In addition to the managerial work of the coach in handling athletic teams, he has a responsibility for the discipline of members of his athletic team. The personnel that
supervises the discipline problems of the high school athletic teams in Region Three are shown in Table 11.

**TABLE 11**

NUMBER AND PERCENTAGE OF COACHES, SUPERINTENDENTS, AND PRINCIPALS RESPONSIBLE FOR DISCIPLINARY ACTION IN CERTAIN PLACES AS REPORTED BY COACHES AND ADMINISTRATORS OF REGION THREE.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Coach responsible</th>
<th>Supt. responsible</th>
<th>Principal responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>On the field of practice?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>30</td>
<td>96.8</td>
<td>3</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>26</td>
<td>83.9</td>
<td>3</td>
</tr>
<tr>
<td>In the dressing room?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>31</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>27</td>
<td>87.1</td>
<td>3</td>
</tr>
<tr>
<td>On trips?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>31</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>27</td>
<td>87.1</td>
<td>3</td>
</tr>
<tr>
<td>While in the game?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>31</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>26</td>
<td>83.9</td>
<td>3</td>
</tr>
<tr>
<td>With the parents and boy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach reported</td>
<td>31</td>
<td>100</td>
<td>9</td>
</tr>
<tr>
<td>Administrator reported</td>
<td>27</td>
<td>87.1</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 11 indicates the coach has the responsibilities of discipline problems arising while he is working with the
athletic team on the field of practice, in the dressing room, on trips, in the game, or with dissatisfaction on the part of the boy and his parent.

With the growing interest in athletics more definitely trained persons are taking charge of the athletic program. Quite often this person is called an athletic director. However, schools that have not regular employed athletic directors usually give his duties to the coach to perform in connection with his regular coaching duties. Table 12 points out the person serving as athletic director in the schools that do not have a regularly employed director.

**TABLE 12**

NUMBER AND PERCENTAGE OF COACHES, SUPERINTENDENTS, PRINCIPALS IN REGION THREE SERVING AS ATHLETIC DIRECTOR AS REPORTED BY THE COACHES AND ADMINISTRATORS.

<table>
<thead>
<tr>
<th>Athletic Director</th>
<th>Coaches</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Coach as Athletic Director</td>
<td>21</td>
<td>67.8</td>
</tr>
<tr>
<td>Superintendent as Athletic Director</td>
<td>10</td>
<td>32.2</td>
</tr>
<tr>
<td>Principal as Athletic Director</td>
<td>4</td>
<td>12.9</td>
</tr>
</tbody>
</table>

Ten schools in Region Three have an athletic director. In 67.8 per cent of the schools the coach acts as athletic director with the aid of the superintendent or principal. The administrators did not agree with the coach as to the person
acting as athletic director. Some Class A schools of Region Three are small and the administrators feel that the duties of the athletic director are done in conference with other high school personnel. This policy would have a tendency to account for the administrator's feeling that an athletic director is not needed. From the tabulated results shown in Table 12, it appears that administrators believe their school athletics are directed by more than one person.

The method of selection of the coaching staff is of utmost importance to the coach. He sometimes is not considered on the basis of his teaching ability but only on his ability to produce winning teams. As long as he is considered a regular member of the school faculty, he is employed in the same manner as any other teacher on the faculty. Table 13 reveals the group that handles the election of the coach.

**TABLE 13**

NUMBER AND PERCENTAGE OF PERSONS OR GROUPS OF PERSONS RESPONSIBLE FOR SELECTING COACHES IN THE SCHOOLS OR REGION THREE AS REPORTED BY COACHES AND ADMINISTRATORS.

<table>
<thead>
<tr>
<th>Selection</th>
<th>Coaches</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Superintendent</td>
<td>2</td>
<td>6.4</td>
</tr>
<tr>
<td>Superintendent with the aid of the Board of Education</td>
<td>27</td>
<td>87.1</td>
</tr>
<tr>
<td>Athletic Council</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>Athletic Director with the aid of Board of Education</td>
<td>2</td>
<td>6.4</td>
</tr>
<tr>
<td>Board of Education</td>
<td>1</td>
<td>3.2</td>
</tr>
</tbody>
</table>
Table 13 indicates that the coach is selected by the superintendent with the help of the board of education in 87.1 per cent of the schools. The board employs the coach in one school while the athletic council aids in one other school. The superintendent selects the coach in two schools and the athletic director with the help of the board of education does the selection in two other places. The administrators differed from the coaches in saying that the superintendent shared in the selection of coaches in four schools instead of two, which was reported by coaches.

Since the coach is elected in the same manner as other members of the faculty, the question arises as to his status as a member of the faculty. Table 14 gives the opinion of the superintendent and the coach in that relationship.

**TABLE 14**

**NUMBER AND PERCENTAGE OF COACHES AND ADMINISTRATORS EXPRESSING AN OPINION AS TO STATUS OF COACH IN REGION THREE.**

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Coaches</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>In your opinion is the coach &quot;just another teacher?&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>15</td>
<td>48.3</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>51.7</td>
</tr>
</tbody>
</table>

When asked if he were regarded as "just another teacher," 48.3 per cent of the coaches reported that they were regarded as such; while 51.7 per cent did not consider them as teachers.
In the replies of the administrators, 42.3 per cent of them regarded the coach as "just another teacher," while 57.7 per cent did not regard him as such. Since the question is asking for the opinions of coaches and administrators on the status of the coach, the difference in the replies on this question represents a difference in opinion between the coach and administrator.

Another practice of the athletic department is the setting up of a method for the granting of awards. It has been the practice for the coach to give an award on the playing ability of the boy. Now the practice has changed and other qualifications of the boy are taken into consideration. Table 15 shows who is responsible for granting awards.

**TABLE 15**

**NUMBER AND PERCENTAGE OF COACHES, SUPERINTENDENTS, PRINCIPALS, AND ATHLETIC DIRECTORS IN REGION THREE CONCERNED WITH THE GRANTING OF AWARDS AS REPORTED BY COACHES AND ADMINISTRATORS.**

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Coach</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Coach</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>Superintendent</td>
<td>10</td>
<td>32.2</td>
</tr>
<tr>
<td>Principal</td>
<td>6</td>
<td>19.4</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>8</td>
<td>25.8</td>
</tr>
</tbody>
</table>

Table 15 indicates that coaches think it is their responsibility to grant awards. The administrators think they share
in this responsibility in 80.6 per cent of the schools. The variation of opinions probably is caused by the different arrangements of committees organized for this purpose. The committees used the coach with the various combinations of principals, superintendents, and athletic director.

Just as another teacher must be alert to the change in the principles of education, so must the coach be alert in his professional field. This is obtained by his attendance at professional meetings in the field of athletics. Table 16 shows the number of schools that grant remuneration to the coach for attending these meetings. It also shows the professional meetings attended for which they receive remuneration.

**TABLE 16**

**NUMBER AND PERCENTAGE OF COACHES IN REGION THREE RECEIVING REMUNERATION FOR ATTENDANCE AT CLINICS, TEXAS STATE TEACHERS ASSOCIATION, COACHING SCHOOL, AND STATE MEETS AS REPORTED BY COACHES AND ADMINISTRATORS.**

<table>
<thead>
<tr>
<th>Professional Meetings</th>
<th>Coaches</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Clinics</td>
<td>15</td>
<td>48.3</td>
</tr>
<tr>
<td>T. S. T. A.</td>
<td>2</td>
<td>6.4</td>
</tr>
<tr>
<td>Coaching School</td>
<td>28</td>
<td>90.4</td>
</tr>
<tr>
<td>State Meets</td>
<td>27</td>
<td>87.2</td>
</tr>
</tbody>
</table>

Table 16 shows that 15.9 per cent of the schools pay the expenses of the coach to professional meetings. The Texas
State Coaches Association leads the list with 90.4 per cent; state meets for basketball, track, and others rank next with 87.2 per cent; clinics in 48.3 per cent; and Texas State Teachers Association with 6.4 per cent. Three schools did not pay any part of the expenses or give any form of remuneration. The other teachers received remuneration for attending their professional meetings in 50 per cent of the schools.

Since athletics are self-supporting and depend on the gate receipts for their revenue, the responsibility of the handling of tickets at the gate or game is important. It is essential that this part of the finances be in the hands of one person. Table 17 lists the persons that handle the sale of tickets.

**TABLE 17**

NUMBER AND PERCENTAGE OF SCHOOL OFFICIALS RESPONSIBLE FOR HANDLING THE SALE OF TICKETS TO ATHLETIC EVENTS AS REPORTED BY COACHES AND ADMINISTRATORS.

<table>
<thead>
<tr>
<th>Seller of Tickets</th>
<th>Coaches</th>
<th></th>
<th>Administrators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Superintendent</td>
<td>13</td>
<td>42</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td>Coach</td>
<td>2</td>
<td>6.4</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
<td>Principal</td>
<td>20</td>
<td>64.5</td>
<td>20</td>
<td>64.5</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>5</td>
<td>16.1</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>12.9</td>
<td>7</td>
<td>22.6</td>
</tr>
<tr>
<td>Combination</td>
<td>13</td>
<td>42</td>
<td>6</td>
<td>19.4</td>
</tr>
</tbody>
</table>
Table 17 shows that the principal handles the sale of tickets in 64.5 per cent of the schools either by himself or with the help of the superintendent. According to the coaches' report, the superintendent shares in handling the sale of tickets in 13 or 42 per cent of the schools. The administrators differ with the coaches eleven times on the different combinations of personnel. The coaches included the superintendent eight times more than they included themselves, indicating that the jobs overlap, and have similar responsibilities. The schools in Region Three that are located within the limits of a city conference, the city conference sets up the handling of their ticket sales with athletic directors, principals, or faculty members.

Application of Criteria

If the relationship of coaches and administrators in Region Three is to be measured with any adequacy, there must be set up a standard of measurement. The accepted criteria, the standard of measurement, were established from a study of professional writers in the field of athletic administration. These criteria will now be used to measure the policies, duties, and practices in the relationship of coaches and administrators in Region Three. In satisfactorily meeting a criteria, the assumption is made that one hundred per cent agreement is not required. If a majority or more of the schools meet the criterion, it will be considered to be met satisfactorily.
The Establishing of Policies

The first division of the criteria to be applied to the relationship of coaches and administrators in Region Three are the policies relative to the school administration. The policies in a high school are established by the administrator with the help of his faculty and that of the board of education. The principal administrator should form his policies so that they will be along with rather than over others.

The Administrator has the staff to help him formulate the policies. In Region Three the administrators in about two-thirds of the schools used the staff to help formulate policies. The administrators, thus have help in formulating the policies in Region Three. This criterion has been satisfactorily met.

Opinions of the entire staff should be brought out by the administrator. The administrators in Region Three were found in over three fourths of the schools to ask for the opinions of their staffs and have them to share in the responsibility of carrying out policies. This criterion has been satisfactorily met.

The school should establish the policy of supporting athletic events the same as any other activity of the school. In more than three fourths of the schools in Region Three athletics were supported from game or gate receipts. The six other schools employed other means to supplement the gate and game receipts to carry on their athletic program. This policy did not meet the criterion satisfactorily.
The administrator does not personally perform the duties but delegates the execution of the details to the subordinates. The athletic departments were well centralized with the administrator delegating the actual work to his subordinates. This was true in 80 per cent of the schools, leaving only six schools where the administrator personally directed the policies he had made. This criterion has been satisfactorily met.

Distribution of Duties

The second division of the criteria deals with the distribution of duties. After the policies have been made, the carrying out of the duties becomes the responsibility of some individuals. This allocation of duties must be carefully and definitely assigned.

The coach does academic teaching. In all but two schools of Region Three, the coach serves as a regular class room teacher. He teaches subjects of the academic curriculum. The average number of classes taught by the coach is a little less than three. This criterion has been satisfactorily met.

The coach works in the field of extra-curricular activities. The number of coaches in Region Three that sponsor extra-curricular activities and the number of coaches that do not sponsor them are about evenly divided. The sponsorship of classes ranked first with nine coaches having that activity. This criterion was not satisfactorily met.
The coach is responsible for the making of schedules. In the making of schedules the coaches in Region Three were selected by all thirty-one coaches and administrators as being responsible for this duty. However, the administrators assisted the coaches in making the schedules for basketball, baseball, track, and football. The conference game schedules are arranged by the District Executive Committee. This criterion has been satisfactorily met.

The coach is responsible for the selection of officials, but the financial administrator of the school has charge of paying the officials. The officials for the conference games belong to a state or city official association and the selection for those events are taken from an approved list. In the selection of officials, the coaches of Region Three were responsible for officials in 96 per cent of the schools. In the rating of the officials the coach had that duty in 80 per cent of the schools. The paying of the official depended on the policy of the school in the financial arrangement of each particular school. In some schools this was done by the superintendent of the school, the principal, or the athletic director. This criterion has been satisfactorily met.

The coach is responsible for the care of the equipment but the payment for equipment depends on the financial organization of the school. There was an overlapping of duties in the care of equipment. However, in over 75 per cent of the schools in Region Three, the coaches were responsible for the ordering
of the equipment, determining the amount, the cost, and the type to be bought, and making inventory of the equipment. The responsibility of paying for the equipment is handled in the same manner as any other financial obligation of the athletic department. This criterion has been satisfactorily met.

The coach has the responsibility of discipline problems. The handling of discipline problems of the athletic teams were reported as being the duty of 100 per cent of the coaches in Region Three. However, when the discipline problem concerned the parent and the boy, this difference was handled jointly by the coach and the principal or the superintendent of schools. This criterion has been satisfactorily met.

The coach has charge of the planning of the trips, but the administrator decides on the advisability of the trip. The coach has the responsibility of the arrangement of plans for the athletic trips in 75 per cent of the schools. The duties include the arrangement for meals, mode of transportation, payment of the bills, and appointment of the time of leaving. In the decision of the advisability of the trip the coach made the decision in 80 per cent of the schools. This has only partially met the accepted criterion.

The Formulating of Practices

The third division of the criteria sets up a standard of measurement for the formulating of practices. Many practices have developed as an outgrowth of a need. These
assignments of practices are necessary for the best relationship of coaches and administrators.

The athletic council should be a definite part of the athletic program. The athletic council or association was found in only 9 of the schools of Region Three. This included the adult councils and the student associations. The criterion indicated that schools should have these organizations. This criterion was not met satisfactorily.

The coach is not regarded as "just another teacher." The opinion of the coaches and administrators in Region Three were evenly divided as to the status of the coach as a regular teacher. The coach was considered as "just another teacher" by 15 of the schools; and 16 of the schools regarded not as "just another teacher." This just meets the accepted criterion.

The granting of awards should be made on the recommendation of the coach with the approval of the superintendent or principal. The coaches in 100 per cent of the schools in Region Three recommended the awards to be given and the boy to receive the award. The final granting is made by the superintendent or principal, after other qualifications are investigated. This criterion has been satisfactorily met.

The sale of tickets should be handled in a business-like manner. The organization of the sale of tickets was definitely organized under the work of the principal. He used other members of the faculty or some other combination of financial committee. This criterion has been satisfactorily met.
The election of the coaching staff should be the same as that of any other teacher in the system. The general practice of election as the business of the board on the recommendation of the superintendent was found in 87 per cent of the schools in Region Three. This is the policy set up for the election of the other teachers. This criterion has been satisfactorily met.

The coach receives remuneration for attending professional meetings. The coaches in Region Three received remuneration for attending professional meetings in 90.4 per cent of the schools. The professional meetings for which coaches most frequently received remuneration for attending were Coaching school and State Meets. This criterion has been satisfactorily met.

Summary

Questionnaires were sent to sixty-four administrators and coaches of Region Three of the University Interscholastic League of Texas. The sixty-two returns were tabulated and analyzed.

There was a variation of opinions as reported by the coaches and administrators. Although some of the criteria were not met completely, they indicated that an effort was made to create a cooperative relationship between the administrators and coaches.
CHAPTER V

SUMMARIES, CONCLUSIONS, AND RECOMMENDATIONS

Summaries and Conclusions

One of the purposes of this study was to make an investigation into the relationship of coaches and administrators as was found in Region Three of the University Interscholastic League of Texas. Another purpose was to evaluate the policies, duties, and the practices of the relationship in an effort to determine the extent to which the program meets the standards of a cooperative relationship.

As orientation to the study, professional literature concerning the principles of administration and the administration of athletics was examined and analyzed. The principles for the coordination of an athletic program and a regular school curriculum were formulated, and criteria for the evaluation of the program were set up on the findings of authorities.

The data for the study were obtained from questionnaires sent to administrators and coaches in this region. The findings were checked against the accepted policies of the relationship; the accepted duties of the coaches and the administrators; and the accepted practices in several of the best schools.
The three divisions of the criteria were measured directly against the accepted criteria to determine the degree of satisfaction of the present relationship. Tables were used to picture clearly the policies, duties, and practices with a check of the coaches' opinions and the opinions of the administrators. In general, the relationship satisfactorily met the criteria.

Conclusions

The conclusions reached from the study may be summarized as follows:

1. The position of coach slowly developed from the early remedial duties to those of training for health.

2. The Interscholastic Leagues developed because of the need for supervision and control of athletic activities.

3. Athletic activities have developed from unorganized "town teams" into a definite supervised and coordinated program.

4. The administrators formulate the policies of the athletic department and then delegate the actual work to subordinates.

5. The administrator does not personally direct athletic policies.

6. Athletic programs in a majority of schools are self-supporting.
7. Coaches, in general, have teaching assignments in the regular class rooms.

8. The administrators ask for the opinions of others in the establishing of athletic policies.

9. Coaches sponsor extra-curricular activities in fields other than physical education.

10. In the making of schedules and other managerial duties, the coach receives aid from the superintendent or principal.

11. In all phases of the athletic program the coach has control of discipline problems.

12. The majority of schools in Region Three do not have a director of athletics but the coach acts in that capacity.

13. The coach is employed as any member of the regular teaching staff.

14. The practice of granting of awards is based on the recommendation of the coach, but citizenship and moral conduct are factors as well as athletic ability.

15. Most schools provide some remuneration for coaches for the attendance at professional meetings.

16. The principal, with the help of other members of the faculty, usually supervises the sale of tickets for athletic activities.

17. The care of the athletic equipment and the purchase of equipment are duties of the coach.
18. Athletic councils or associations are organized within the faculty or student-body of a school.

Recommendations

In view of the findings of this study and of the conclusions reached, the following recommendations are made:

1. An athletic council composed of the administrator and faculty members should be organized and an association of students of the high school should be formed to foster an interest in athletics.

2. The coach or a faculty member should be designated as the director of athletics and he should be delegated to direct athletic affairs.

3. The coaches and administrators should establish a democratic working relationship.

4. The athletic events should be classified and financed as any other activity in the school curriculum.

5. When athletics are financed by gate receipts, a definite account of receipts and expenditures should be made.
APPENDIX I

PHILOSOPHY AND PRINCIPLES OF THE UNIVERSITY
INTERSCHOLASTIC LEAGUE
Rhea Williams

1. That competition is an essential part of our life and should be provided in all schools.
   (a) Controlled competition is essential to the total development of an individual's personality.
   (b) That competition is the very basis and core of our democratic and capitalistic system.
   (c) That competition should be provided both on the group and individual basis.
   (d) Controlled competition develops citizenship, cooperation, ability to take and give, sportsmanship, character, etc.

2. That athletic events are a part of the educational experiences provided by the school curriculum.
   (a) The athletic field is an extension of the classroom.
   (b) The control of athletics therefore must be in the hands of the administrators.
   (c) Only administrators determine policies and rules of the League.
   (d) The coach is a teacher under the school administrator similar to any other teacher.
   (e) Athletic groups organized down-town are often not interested in the welfare of the boy or the school, but only in such items as winning, publicity, Chamber of Commerce projects, etc. (Any school program which can be proven to be under the control of a down-town athletic group will not be allowed to participate in League activities.)
(f) The boy should never be sacrificed for such causes as winning, making a name for the coach, gate receipts, etc.

3. Democratic principles are the basis of League organization.

(a) Advisory Council composed of administrators elected by fellow administrators, recommends changes in eligibility rules and the various athletic plans.

(b) These suggested changes are submitted to member schools for ballots, and are accepted or rejected by a majority of the ballots.

(c) The State Executive Committee serves as a supreme court for all eligibility problems. It is composed of impartial men who are well versed in the rules of the League.

(d) District Executive Committee handles all eligibility problems on a local level. This is grass root democracy at its best.

4. Athletics in high school must be amateur.

(a) No place in educational system for professional or semi-professional sports.

(b) The Amateur Rule is the very foundation of the high school program.

(c) The purpose of athletics is definitely not to turn out products for college athletic programs, e.g., for example last year 40,000 boys played League football, but probably only 750 will ever make a success of college football.

5. Moral, mental, physical and health welfare of each boy should be the goal of the coach and the school administration.

6. The curriculum should be well-balanced and athletics should have only its due emphasis. In athletics there should be a well-balanced program and not a program dominated by one activity.

In conclusion, let it be emphasized that the philosophy of the League is that all athletic events are a part of the educational program, and only in that way can they be justified. This means that they must be under the control of the school administration and in the hands of school administrators and
and not in the hands of any group. Naturally, interested faculty members of the school should be consulted on all matters pertaining to athletics, but the final decision must always rest with the administration.
### APPENDIX II

**HIGH SCHOOLS TO WHICH QUESTIONNAIRES WERE SENT**

<table>
<thead>
<tr>
<th></th>
<th>COACHES</th>
<th>ADMINISTRATORS</th>
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<tbody>
<tr>
<td>Burk Burnett</td>
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<td>yes</td>
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<tr>
<td>Chillicothe</td>
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<td>Crowell</td>
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<td>yes</td>
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<td>Holiday</td>
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<td>yes</td>
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<td>yes</td>
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<tr>
<td>Electra</td>
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<td>yes</td>
</tr>
<tr>
<td>Olney</td>
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<td>yes</td>
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<td><strong>District 9</strong></td>
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<td>Nocona</td>
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<td>yes</td>
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<td>yes</td>
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<td><strong>District 10</strong></td>
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<td>Handley</td>
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<td>yes</td>
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<tr>
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<td>yes</td>
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<tr>
<td>Garland</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Hill Crest</td>
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<td>Irving</td>
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<td>yes</td>
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<td>Mesquite</td>
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<tr>
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<tr>
<td>Plano</td>
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<td>yes</td>
</tr>
<tr>
<td>McGregor</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Itasca</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Mart</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td><strong>District 13</strong></td>
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</table>

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APPENDIX III

Questionnaire

Bowie, Texas

Dear Sir:

The undersigned is working toward a Master's Degree in Secondary Administration at North Texas State College, Denton, Texas. In fulfillment of a degree requirement, I have undertaken a thesis problem dealing with the relationship between Coaches and Administrators of Class A schools in Region Three in Athletics of the University Interscholastic League of Texas.

By this study, it is hoped that much valuable information will be compiled and a better relationship may result between coaches and administrators. In order to obtain accurate data for this study, I am enclosing a questionnaire for information based on the past experiences of other coaches and administrators. I shall greatly appreciate your completing this questionnaire and returning it to me at your earliest convenience in the enclosed stamped, self-addressed envelope.

You may be assured that any information you see fit to pass on to me will be held in the strictest confidence. No identification of individuals, coaches, or administrators or schools concerned will be revealed in the thesis section based on the questionnaire.
If you are interested in obtaining the results of the study, I shall be glad to furnish you with a copy of the conclusions when the thesis is completed. In any case, let me say that any consideration you give me will be greatly appreciated.

Yours sincerely,

Raymond E. Mattingly
Coach, Bowie High School

Name of school

Name of person completing this check-sheet

All of these questions can be answered by a check mark or one word, and will take only a few minutes of your time. If you would like to have a result of this study, please check:

Yes ____ No ____.

GENERAL:

1. Do you have an athletic council or association in your community? Yes ____ No ____.

2. Do you have an athletic director? Yes ____ No ____. If the answer is No to the above question, who acts as Director? Coach ____ Supt. ____ Prin. ____ Other ____.

3. Does the administrator formulate policies and delegate to subordinates the execution of details in athletics? Yes ____ No ____.

4. Does the administrator personally direct the policies and procedures, and determine the course of action in athletics? Yes ____ No ____.

5. Does the administrator ask for voices of opinions, share responsibilities, and determine policies? No ____ Yes ____.

6. Who selects the coaching staff? Board ____ Supt. ____ Supt. with the help of the Board ____ Athletic Council ____ Athletic Director with the help of Board ____.

7. In your opinion is the coach classified as "Just another teacher"? Yes ____ No ____.
7. In your opinion is the coach classified as "Just another teacher"? Yes ___ No ___.

8. How many classes does your head coach teach? One ___ Two ___ Three ___ Four ___ None ___.

9. Does your head coach sponsor extra-curricular activities? Yes ___ No ___. If the answer is Yes in above question, name them: 1 _____ 2 _____ 3 _________.

10. Are awards which are given to athletes determined by
   Director ___ 5. Combination ___. (List in order of
   responsibility, 1, 2, 3, etc.)

11. Does your school pay coaches expenses to professional
    meetings? Yes ___ No _____. If the answer is Yes, check:
    Clinics ___ T. S. T. A. ___ Coaching School ___ State
    Meets ___ Name others _____.

12. Is it the policy of the administrator to make interscholastic
    sports self-supporting from gate receipts? Yes ___ No ____.

13. Who handles sales of tickets for your athletic contests?
    Supt. ___ Coach ___ Prin. ___ Athletic Director ___
    Others ___.

1. Making schedules and planning trips: Who makes schedules
   for your athletic teams? (Please check. Under combinations,
   please number in order of responsibility, 1, 2, 3, etc.)

   1 2 3 4 5
   Coach Prin. Supt. Athletic Combination
   Director of numbers

   Basketball
   Baseball
   Track
   Football

   Comments: ________________________________

2. Officials: Who selects, pays, and grades officials.
   (Please check)

<table>
<thead>
<tr>
<th>Selects officials</th>
<th>Supt.</th>
<th>Prin.</th>
<th>Athletic Director</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pays officials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades officials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>
3. Trips: Who plans trips for teams? (mode of travel, arrangement for meals, pays bills, and sets time of leaving?) Please check:

<table>
<thead>
<tr>
<th></th>
<th>Arrangement for meals</th>
<th>Mode of travel</th>
<th>Whether trip should be made</th>
<th>Pays bills</th>
<th>Time of leaving</th>
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</thead>
<tbody>
<tr>
<td>Coach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supt.</td>
<td></td>
<td></td>
<td></td>
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<td>Prin. Athletic</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Who orders equipment</th>
<th>Coach</th>
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<th>Prin.</th>
<th>Athletic</th>
<th>Others</th>
<th>Director</th>
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</thead>
<tbody>
<tr>
<td>Determines type, price</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Determines amount</td>
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<td></td>
</tr>
<tr>
<td>Who makes inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who pays for equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

5. Discipline problems: Who handles these problems which arise on field, in dressing room, on trips, in games. If more than one check with numbers in order of responsibility, as 1, 2, 3, etc.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>On field of practice</td>
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<td>In dressing room</td>
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<tr>
<td>On trips</td>
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<td>In game</td>
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<td>With boy and parents</td>
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</tr>
<tr>
<td>Comments:</td>
<td></td>
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