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A HISTORICAL SKETCH AND AN EVALUATION OF
THE UTAH STATE AGRICULTURAL COACHING SCHOOL AND ITS
RESULTS IN TERMS OF THE JUDGMENT OF COACHES
WHO PARTICIPATED IN 1948

by

Evan A. Baugh

A thesis submitted in partial fulfillment of the requirements

for the degree
of
Master of Science
in
Physical Education

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1948

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Sincere appreciation is given by the writer to all those coaches who took the time to answer to the best of their ability the questionnaire handed to them at the 1948 coaching school. Without their cooperation, this thesis could not have been written.

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Evan A. Baugh

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CHAPTER I

INTRODUCTION

History of the Utah State Agricultural College Coaching School

The 1st Annual Utah State Agricultural College Coaching School was held in 1927. The originator and director of the school is E. L. Romney, professor of physical education, director of athletics, and head football coach, Utah State Agricultural College. He has directed this school from its beginning and has consistently obtained leading coaches in the United States as instructors.

The school was begun by Coach Romney because he felt that high school and college coaches needed to learn, through specialized instruction by outstanding authorities, the latest developments in coaching principal sports. The need is exemplified by the problem of the young coach who, in his first job, was familiar with perhaps only one sport. He might know this sport only as an athlete and not as a coach, and he would know less about the other sports which he was required to coach. At that time coaches were not specially trained for coaching positions.

After graduates assumed their new duties, they wrote to Professor Romney for information on sports they were coaching. After receiving many such letters he felt there should be provided a school where these young coaches could receive this instruction. Institutions had made more or less provisions for giving training in physical education, but they gave little or none in coaching.

Coach Romney argued that it would be a worthwhile project to bring outstanding specialists into a coaching school and that such instruction would be valuable to coaches of the area.

The first school was of five weeks' duration. During the first three weeks Knute Rockne, of Notre Dame, gave football instruction. This school was very popular and the enrollment of coaches was large. The next week was spent in basketball instruction. The basketball instructor was Dr. Forrest "Phog" Allen of Kansas University. The fifth week was devoted to track, swimming, and wrestling. The track and field instructor was Coach E. L. Romney, of Utah State.

In 1928 and 1929 the schools were conducted in this manner with Glen "Pop" Warner, Stanford, and Robert Zapke, Illinois, as football instructors. Instructor in basketball during these two years was Dr. Allen.

In 1928, Dr. Creed Haymond of the University of Pennsylvania, and Coach E. L. Romney handled the track and field. In 1929, Joe Pipal, Occidental College, and Coach Romney took care of these instructional duties.

For three years, 1927-28-29, C. S. Leaf, Brigham Young University, instructed in swimming, and George "Doc" Nelson of Utah State Agricultural College instructed in wrestling.

The instruction in track and field and swimming ended with the 1929 school. It was felt by Director Romney that the course needed to be cut shorter and the instruction greatly intensified. This school was then cut to one week because coaches could not get away from their summer employment for a longer period. In the shorter school, the curriculum was limited almost exclusively to football and basketball. A small amount of time was allowed for golf instruction by Alex McCafferty, Salt Lake Country Club Professor in 1931-1933, and to Six-Man Football by C. L. Crovert, Wauneta Public Schools, Nebraska, in 1939.

Football and basketball instruction at the school has been continuous since 1927. Except for the years 1931-1933 and 1939 the schools have been devoted exclusively to football and basketball.

This coaching school is financed by the summer school division, as are all other courses. The fee is \$10.00 per year. Over the 22 years the coaching school has been operating the tuition fees received have just managed to pay the salaries of the visiting instructors.

Credit is given for this course at the U.S.A.C. on the basis of one credit for football and one credit for basketball. This credit can be used once each five years for re-certification in Utah. Out of 145 attending the school in 1948, 123 applied for credit in basketball and 124 for credit in football.

The enrollment has always been regarded as satisfactory by the officials in charge. The first schools were large. Then the depression took its toll. Enrollment rebounded definitely in 1935 and continued to increase, reaching a high level in 1941 when Clark D. Shaughnessy introduced the modern T formation in football.

Even during World War II the schools were large. With young coaches away to war, classroom teachers were required to take their places. They then came to coaching school to refresh their memories and get new ideas and tactics.

The following is a list of instructors in basketball and football since its beginning in 1927 up to 1948:

<u>Year</u>	<u>Basketball</u>	<u>Football</u>
1927	Dr. Forrest Allen, Kansas U.	Knute Rockne, Notre Dame
1928	Dr. Forrest Allen, Kansas U.	Glen "Pop" Warner, Stanford

1929	Dr. Forrest Allen, Kansas U.	Robert Zupke, Illinois U.
1930	Dr. H. C. Carlson, Pittsburg U.	Howard Jones, U. of So. Calif.
1931	Sam Barry, U. of So. Calif.	Wallace Wade, Alabama
1932	G. O. Romney, Brigham Young U. Vadal Peterson, U. of Utah E. L. Romney, Utah State	B. W. Bierman, Tulane U.
1933	Same as 1932	Harry Kipke, Michigan U.
1934	John Dunn, Stanford	H. O. "Fritz" Crisler, Princeton
1935	Same as 1932	William H. Spaulding, U.C.L.A. Clark D. Shaughnessy, Chicago
1936	John Dunn, Stanford	Francis A. Schmidt, Ohio State
1937	A.A. Schabinger, Creighton U.	Dana X. Bible, Nebr. & Texas
1938	C.S. Edmunson, Wash. U.	L. B. Allison, U. of Calif.
1939	Forrest B. Cox, Colorado U.	Lynn Waldorf, Northwestern
1940	Howard Hobson, Oregon U.	Carl Snavely, Cornell
1941	Forrest B. Cox, Colorado U.	Clark D. Shaughnessy, Stanford
1942	A.T. "Slate" Gill, Oregon State	Lon Stiner, Oregon State
1943	Everett Shelton, Wyo. U.	Clark D. Shaughnessy, Stanford
1944	Wm. H. "Little Bill" Miller Tulsa "Diamond X Oilers"	Clark D. Shaughnessy, U. of Pittsburgh
1945	Jack Friel, Washington State	Jeff Gravath, U. of So. Calif.
1946	Henry Iba, Okla. A & M	Frank Leahy, Notre Dame
1947	Lee Patton, West Virginia	Wallace Butts, Georgia
1948	Jack Gardner, Kansas State	H.O. "Fritz" Crisler, Michigan U.

The 22nd Annual Coaching School of the Utah State Agricultural College was held from June 7 through June 14, 1948, in the Aggie field house. H. O. "Fritz" Crisler, of Michigan University, instructed in football. Coach Crisler had led his Michigan Wolverines to an undefeated season in 1947, and the mythical national football championship.

Jack Gardner, of Kansas State, handled the instructional duties in basketball. His team was rated among the best six teams in the nation at the close of the 1947-1948 season.

In 1948 there were 145 in attendance at the school.

Need for Study

The coaching school held at Utah State Agricultural College is only one of at least 42 (1, 6) such schools held throughout the United States. Yet, so far as is known, no study has been made of a coaching school.

There is a definite need for a study of this kind to determine the values of such coaching schools. There is need for a scientific study to determine why the coaches attend coaching schools, to what use the data gathered and the instruction given at the school is put and if the coaches think it is important enough to them to return year after year.

Coaching, as a profession, has grown considerably. Paralleling this the coaching school movement has grown to such proportions throughout the United States that there must be some value in it. Although this study is intended to determine what values are apparently derived from only one of these coaching schools, the results should provide some indication of the values that might come out of all coaching schools.

Statement of Problem

The purpose of the present study is to determine (1) the areas from which coaches come to attend the Utah State Agricultural College Coaching School, (2) whether or not the people attending the 22nd Annual Coaching School at the Utah State Agricultural College attend regularly, (3) to what extent information and material available at the school are used in

the coach's own coaching program, (4) if the school is answering the needs of the coaches attending, and (5) whether or not there is any social value in attending the school, (6) a comparison of all Utah State coaching schools, (7) what, if any, instructional methods need to be used more in the instructor's presentation of material.

This information should prove valuable (1) as a guide to Directors of Coaching Schools in building their programs for their particular coaching school, (2) to coaches in determining the value of the coaching school.

Scope and Delimitation of Subject

Data for this problem was obtained primarily from one coaching school; the 22nd Annual Coaching School, 1948, held at Utah State Agricultural College, Logan, Utah, under the direction of Coach E. L. "Dick" Romney.

The results of the questionnaire were computed on the basis of the answers received from those people attending this coaching school June 7-14, 1948.

Only in figures 1 and 2 were the results based on the total attendance of 145. The attendance record was obtained from the office of the Department of Competitive Athletics, Utah State Agricultural College.

From that point on the study is concerned with only those coaches who, at the time of the school, were holding teaching jobs in the coaching profession. This eliminated 46 students, leaving a net of 99. These were eliminated either because they were not coaches, were not coaching, or were students. Out of the 99 we would like to study 75, or 75.89 percent returned the questionnaires given to them.

After the study was completed, the writer sampled the 24 percent who did not return completed questionnaires in order to determine whether or not their replies would be consistent with those that were received from the original 76 percent. The results from this sampling indicated that had there been a response from 100 percent, the conclusions would have been the same.

Method of Procedure

The material for this study was gathered from the coaches attending the 22nd Annual Coaching School by means of a questionnaire built for this purpose, a copy of which may be found in the appendix.

Permission was obtained from the director of the school to distribute these questionnaires. After distribution, the questionnaire was explained and the questions brought up by the coaches were answered.

Coach Romney was very cooperative in helping to get replies from those attending. Every morning he emphasized the importance of answering these questionnaires properly. At the close of coaching school, 75.89 percent of the number eligible returned the questionnaires.

The author realizes that the questionnaire method is not best method of research, but quite often it is the only method that is feasible to use when dealing with large numbers. The questionnaire has two advantages as set forth by Grote:

The advantages of the use of the questionnaire are not so numerous, but two of them are quite outstanding and justify the use of this method of study. One is the opportunity which the questionnaire offers for thoughtful, well-considered replies. The other is that it is possible to secure information from a large number of cases more readily by this method than by any other. (4)

Information also obtained by means of personal interviews with the Utah State Coaching School Director, Coach E. L. Romney. An attempt was

also made to get a record of the names of those who attended the school since 1927, but only those of recent years were available. The registrar of Utah State Agricultural College made available the record containing the names of those who attended the coaching schools for credit since that time. This was considered to be of little value because a large number attend without registering for credit. Therefore, this information is not included in the study.

Definition of Terms

In view of a particular meaning attached to certain words and terms in this thesis, it is important that they be defined so as to assure that everyone will place the same interpretation on them.

Blocking patterns: A term used in football to indicate what the assignments are to prevent opposing linemen from interfering with a team's offense.

Coach: One who instructs persons participating in inter-scholastic or inter-collegiate sports such as football or basketball.

Coaching: The act of instructing a student or group of students in sports, such as football or basketball.

Coaching School: A special school for coaches, usually of short duration, where the instruction is concentrated and specialized.

Fundamentals: The basic skills of a sport such as football or basketball. An example might be kicking or dribbling.

Fast Break: An offensive maneuver in basketball designed to take advantage of a quick scoring opportunity.

Screening: A legal act made without bodily contact to deny an opponent a particular position on the floor. Used in basketball generally as an offensive weapon or in gaining good position on rebounds.

In football it is generally used in passing—to keep ball from view of opponents or to keep opponents from passer without blocking.

System: Basic offensive or defensive patterns used in basketball or football.

Zone: Defensive pattern used in both basketball and football.

CHAPTER II
REVIEW OF LITERATURE

During the summer of 1948 there will be held at least 42 coaching schools (1, 6) in all sections of the United States. There has been no study made on any of them, or on previous coaching schools.

There has been held, however, a great number of workshops in all phases of education, of which coaching is a part. Coaching schools can be classified as one type of educational workshop. Good defines a workshop as:

An arrangement under which special facilities, including particularly a wealth of source material and specialized personnel for group and individual conferences, are provided by an educational institution for individualized or small group study of educational problems that are of special interest to advanced students of education or to teachers in service.....(2)

Thus the coaching school is substantially a workshop where those advanced students and coaches in active coaching positions meet to participate in a cooperative school directed by specialists in the field of coaching athletics, particularly in basketball and football.

Coaching schools are often designated as workshops. One of these schools thus designated is being held at West Virginia University, Morgantown, Virginia, June 3 to July 14, 1948, or in increments of one week periods for those who prefer to attend piecemeal.

The objectives of the Utah State Agricultural College Coaching School are much the same as those given by the directors of the workshop at West Virginia University,--to meet the needs of high school and college coaches for specialized instruction in the coaching of particularly basketball and football. The Utah State bulletin (7) has this to say of the coaching school:

Coaches will want to get acquainted with the developments in football and basketball and get partially acclimated after an absence in some cases of several years. Football is scheduled for the morning and basketball for the afternoon.

Thus, the two schools held, respectively, at West Virginia University and Utah State Agricultural College, differed slightly in only two respects, curriculum and length of the school.

Dr. F. J. Holter, Coordinator, Coaches Workshop (8), says,

The workshop is designed to meet particular interests of high school and college coaches and athletic directors presently engaged in active coaching and administration. The curriculum includes football, basketball, track or baseball (at student's option), training and athletic injuries and athletic administration.

President Irvin Stewart, of West Virginia University (8), says,

The coaches workshop has been established to fill a need expressed by high school coaches.

There have been hundreds of workshops held in the educational field. However, they all follow the same pattern - that is, problem solving, on a cooperative basis, by specially trained and selected people.

Stafford (5) says that the problems to be solved in only one of these workshops concerned with health were:

- I - What preparation should college personnel have to train teachers adequately so they can make maximum contributions to the health of the school child through health service, health instruction, healthful living, etc.?
- II - What experiences should teacher-education institutions and state departments of education and health provide prospective teachers to make the maximum contributions to the health of the school child through health services, health instruction, healthful living, etc.?
- III - What assistance should the teacher-education institutions and state departments of education and health provide the teachers in service so they can make the maximum contributions to the health of the school child through health services, health instruction, healthful living, etc.?

Another health workshop held at Utah State Agricultural College, June 30-July 12, 1947, was organized for the purpose of solving other problems in this field.

The first problem in the report (4) states:

How can the personnel and other resources of the college and community be prepared and utilized to provide adequate health knowledge and interpreted experience for prospective teachers?

The second problem was:

What areas of knowledge and interpreted experience in the field of health should be a part of the background of all persons preparing for teaching? A. Elementary? B. Secondary? C. Special?

The third problem was:

What facilities and opportunities should be provided for teachers in service to help them improve the school program?

Experts in the field of health and physical education were present at this workshop. Recommendations were made from the results obtained from this cooperative enterprise.

However, it means nothing to conduct a workshop or a coaching school unless the results are used and are put into practise.

Stafford (5) states:

The success of the workshop will be gauged in terms of the actions carried out for better teacher training in the states represented.

This study will be important in determining what actions are done in the field after attending coaching schools.

CHAPTER III
ANALYSIS OF DATA

It will be recalled that the first problem selected for this study was to determine the areas from which coaches came to attend the 1948 coaching school.

The total enrollment at this school was 145. In figure 1, it will be noted that 5 represented sporting goods companies, 2 represented newspapers of the intermountain area, 3 were guests of the College, 23 were students still attending colleges, 13 were coaches who had not currently signed coaching contracts, and 99 were coaches currently employed in the coaching profession. Thus, 68.3 percent of the enrollment were coaches actually employed in coaching positions.

It is interesting to note that 23, or 15.9 percent of those attending, were students not yet graduated from college.

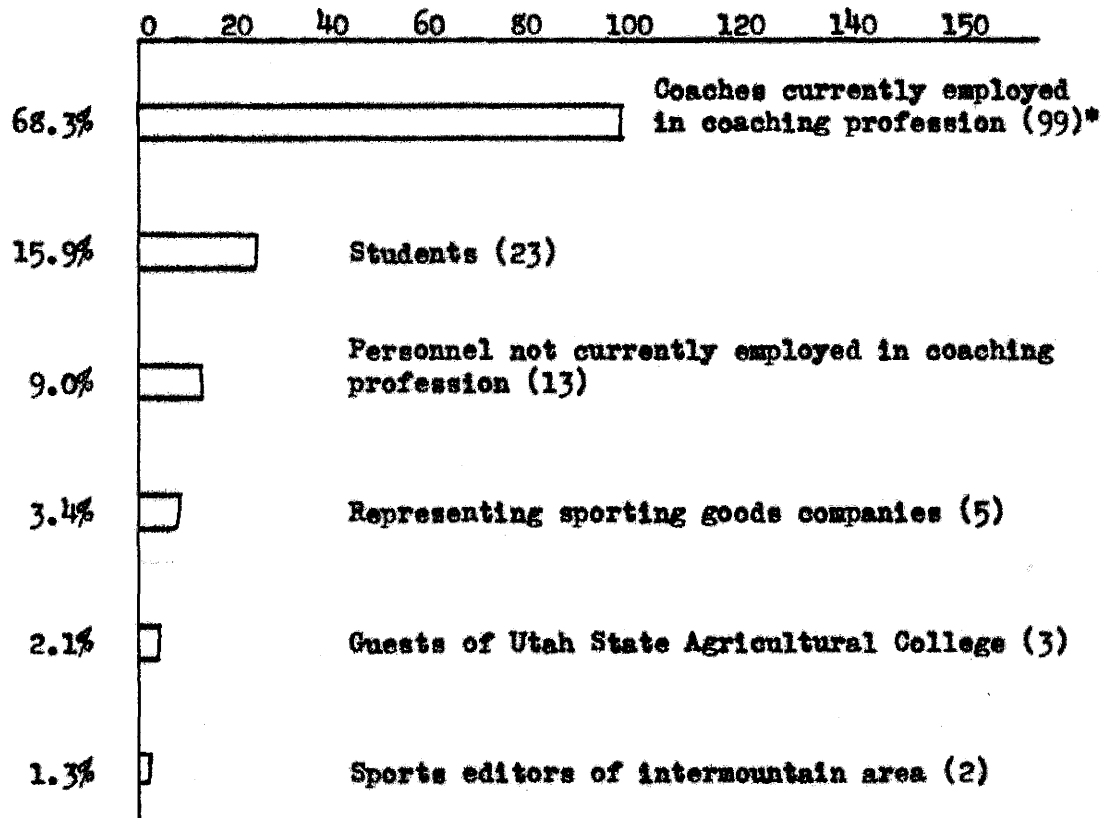
Figure 2 shows the localities from which this coaching school drew its students. Of the total number, Utah with 85, or 58.5 percent, and Idaho with 36, or 24.7 percent, were represented by far more students than any other states. This is to be expected, however, because of the location of the school, and because many coaches were former graduates of Utah State Agricultural College.

The students came from 11 states of the United States, and one came from Alberta, Canada.

It is interesting to note that from the midwest, three students came from as far away as Minnesota, two came from Illinois, and one came from Kansas.

From the northwest, 1 student came from Washington and 3 came from Oregon.

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*Number of cases shown in parenthesis

Figure 1. Groups represented at the Utah State Agricultural College Coaching School.

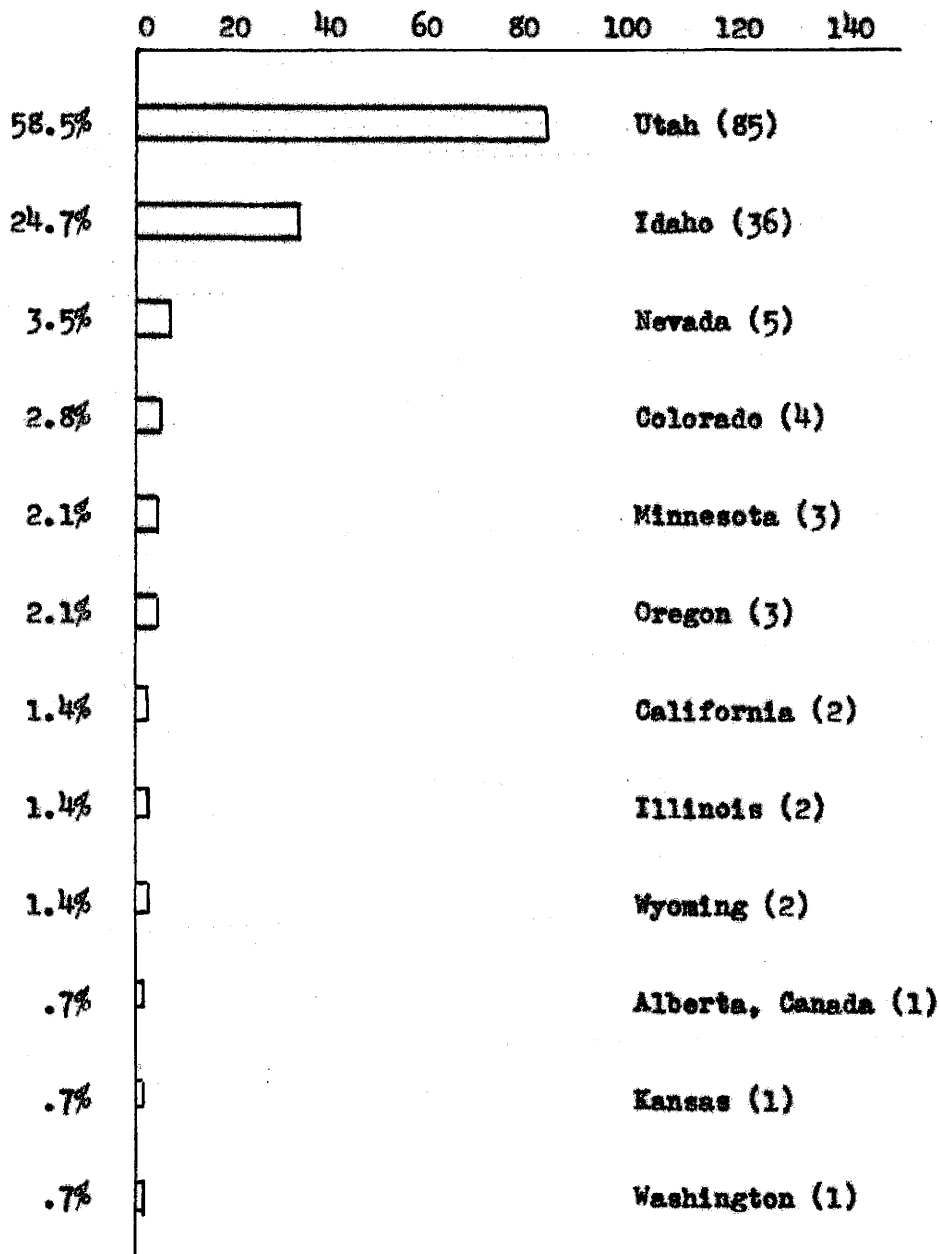


Figure 2. States from which students came to attend the 22nd Annual Coaching School.

In the Rocky Mountain region, in addition to Utah and Idaho, Colorado (4), Nevada (5), and Wyoming (2) were represented.

In the far west, California had 2 representatives.

In table 1 we are concerned with only those coaches currently in the coaching profession. As you will recall, this number is 99.

Table 1 shows us the schools from which the coaches came to attend the 22nd Annual Coaching School. Utah schools had 48 representatives present, or 48.6 percent. There were 34 coaches from 22 high schools, 9 coaches from 3 senior colleges and universities, 4 coaches from 4 junior colleges, and 1 from a junior high school.

From the high school group, Davis had the most coaches present with 4. From the senior colleges, Utah State and Idaho State College each had 4 present for the largest totals.

Idaho had 32 representatives, or 32.4 percent. There were 27 coaches from 24 high schools, 1 coach from 1 junior college, and 4 coaches from 1 senior college.

From the high school group, Caldwell, Malad and Preston had 2 representatives each.

Colorado had 3 coaches present, 2 from Colorado A & M and 1 from Mesa College.

Minnesota had 3 representatives, 1 from a senior college and 2 from high schools.

Nevada had 3 from high schools.

Kansas had 1 from high schools.

Illinois had 2 from high schools.

Wyoming had 1 from high schools and 1 from the college group.

Table 1. Schools employing coaches attending the 22nd Annual Utah State Coaching School, 1948.

School	No. Attending	Percent
<u>Utah</u>		
Altamont	1	
Brigham Young University	3	
Bear River	2	
Box Elder	2	
Beaver	1	
Branch Agricultural College	1	
Davis	4	
East High School	1	
Grantsville	1	
Lincoln	2	
Logan	3	
Morgan	1	
Millard	1	
Murray	2	
North Cache	2	
North Sanpete	2	
North Sevier	1	
Ogden	1	
Pleasant Grove	1	
Paysen	1	
Snow College	1	
Spanish Fork	1	
South Cache	2	
Smithfield Junior	1	
University of Utah	2	
Utah State	4	
Wayne County	1	
Weber College	1	
Weber High	2	
Westminster College	1	
	<u>48</u>	48.6
<u>Idaho</u>		
Ammon	1	
Aberdeen	1	
American Falls	1	
Blackfoot	1	
Boise Jr. College	1	
Burley	1	
Caldwell	2	
Firth	1	
Franklin	1	
Georgetown	1	
Grace	1	
Iona	1	
Idaho State College	4	

<u>School</u>	<u>No. Attending</u>	<u>Percent</u>
McCammon	1	
Malad	2	
Oakley	1	
Paris	1	
Preston	2	
Pocatello	1	
Rigby	1	
Rexburg	1	
Salmon	1	
Soda Springs	1	
Sugar City	1	
Teton	1	
Thomas-Moreland	1	
	<u>32</u>	32.4
<u>Colorado</u>		
Colorado A & M	2	
Mesa College	1	
	<u>3</u>	3.0
<u>Minnesota</u>		
Bemidji State Teachers College	1	
Bemidji High School	1	
Fergus Falls	1	
	<u>3</u>	3.0
<u>Nevada</u>		
Carson City	1	
Douglas County	1	
Las Vegas	1	
	<u>3</u>	3.0
<u>Illinois</u>		
Dixon	1	
Geneva County	1	
	<u>2</u>	2.0
<u>Kansas</u>		
Lyons Falls	1	1.0
<u>Wyoming</u>		
Afton	1	
Gunnell College	1	
	<u>2</u>	2.0
<u>Oregon</u>		
Arlington	1	
Grants Pass	1	
Hermiston	1	
	<u>3</u>	3.0
<u>Washington</u>		
Sunnyside	1	1.0
<u>California</u>		
Placer College	1	1.0
TOTAL	99	100.00

Oregon had 3 representatives from high schools.

Washington had 1 from high schools and California had 1 from the college group.

Summing up, there were 7⁴ coaches present from the senior high school group, 19 coaches from senior college group, 5 coaches from junior colleges and 1 from junior high schools.

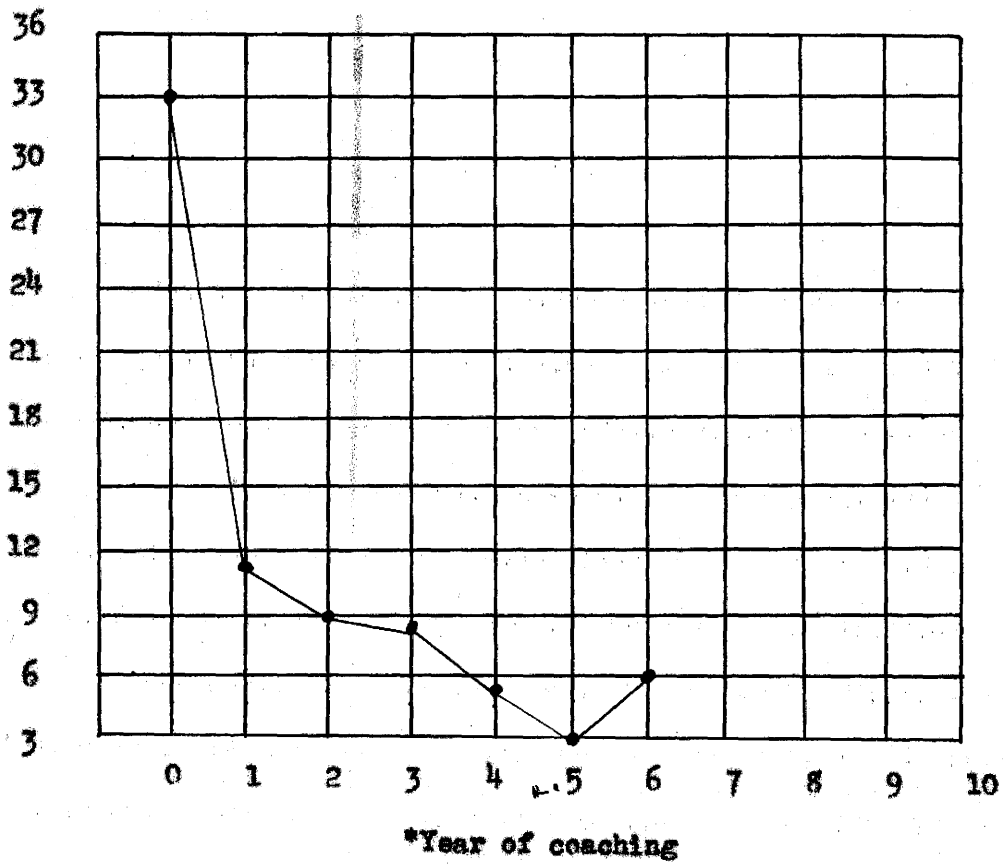
Figure 3 gives a picture of just what period in the coach's career that they began attending coaching school. It is significant to know that 33 coaches, or 44 percent, attended their first coaching school before their first coaching position. There were 11 coaches, or 14.6 percent, who attended after their first year of coaching, 9 coaches, or 12 percent, attended after their second year, and 8 coaches, or 10.7 percent, attended after their third year. The remaining 14, or 18.7 percent, of the coaches reported that they attended either after the fourth, fifth, or sixth year of coaching. No one reported attending a coaching school after the seventh year.

This is of importance in that it shows that 81.3 percent of all coaches attending this particular coaching school began attending them at least by the time they had completed 3 years of actual coaching.

It is important to know the regularity of attendance at the Utah State Agricultural College coaching school. Does it succeed in holding its students from year to year? This problem is represented in Table 2. All 75 cases the author has to work with are studied.

The total possible attendance of each student was arrived at by taking the total number of schools it was possible to attend after the coach had been to his first coaching school at Utah State.

Number
of
Coaches



*Figures used to denote how many years coaches had been coaching before attending a coaching school.

Figure 3. Year in the coaching profession that coaches began attending coaching school.

Table 2. Regularity of attendance at Utah State Agricultural College Coaching School.

Coaches	*Possible Attendance	Actual Attendance	Percent
Case 1	1	1	100
" 2	2	2	100
" 3	1	1	100
" 4	1	1	100
" 5	2	2	100
" 6	3	3	100
" 7	1	1	100
" 8	1	1	100
" 9	1	1	100
" 10	3	3	100
" 11	4	4	100
" 12	1	1	100
" 13	1	1	100
" 14	1	1	100
" 15	4	4	100
" 16	1	1	100
" 17	1	1	100
" 18	4	4	100
" 19	1	1	100
" 20	5	5	100
" 21	1	1	100
" 22	1	1	100
" 23	1	1	100
" 24	1	1	100
" 25	2	2	100
" 26	1	1	100
" 27	1	1	100
" 28	3	3	100
" 29	1	1	100
" 30	3	3	100
" 31	2	2	100
" 32	1	1	100
" 33	1	1	100
" 34	1	1	100
" 35	3	3	100
" 36	1	1	100
" 37	3	3	100
" 38	3	3	100
" 39	1	1	100
" 40	1	1	100
" 41	1	1	100
" 42	3	3	100
" 43	1	1	100
" 44	1	1	100
" 45	12	12	100

*Number of schools it was possible to attend, beginning with the first one attended.

Table 2 (continued)

Coaches	Possible Attendance	Actual Attendance	Percent
Case 46	4	4	100
" 47	1	1	100
" 48	8	7	87.5
" 49	8	7	87.5
" 50	8	7	87.5
" 51	22	17	77.3
" 52	8	6	75.0
" 53	11	8	72.7
" 54	3	2	66.7
" 55	3	2	66.7
" 56	3	2	66.7
" 57	3	2	66.7
" 58	3	2	66.7
" 59	3	2	66.7
" 60	3	2	66.7
" 61	3	2	66.7
" 62	3	2	66.7
" 63	3	2	66.7
" 64	11	7	63.6
" 65	5	3	60.0
" 66	17	10	58.8
" 67	18	10	55.5
" 68	9	5	55.5
" 69	14	7	50.0
" 70	10	5	50.0
" 71	17	7	41.2
" 72	5	2	40.0
" 73	10	4	40.0
" 74	15	5	33.3
" 75	10	2	20.0
TOTAL	329	231	70.2

The actual attendance is the number attended after once beginning.

It will be noted that 22 coaching schools is the highest figure that could possibly have been attended, since the school began in 1927. Of the 75 coaches, only 1 could have attended all of them. It so happened that he attended 17, or 77.3 percent of all schools, which is an outstanding attendance record.

One coach, case number 67, attended 10 out of a possible 18, for a 55.5 percent record; case number 66 attended 10 out of 17 for a 58.8 percent. Case number 69 attended 7 out of 14 for 50 percent; case number 74 attended 5 out of a possible 15 for 33.3 percent.

The best attendance record made by any coach reported was made by case number 45, who had a perfect record of 12 for 12.

Of the total picture, it is shown that of a possible 329 schools the 75 coaches could have attended, 231 of them were actually attended for a percentage of 70.2.

The next question that may arise in the reader's mind is: Why is the percentage of attendance 70.2 percent and not 100 percent? Figure 4 shows the reasons given by those coaches who did not attend all of the schools. It should be noted that there was a section provided in the questionnaire for this purpose, and that of all the possible answers that could have been given, no one checked as a reason the statement that they weren't interested.

Thirty-three (33), or 44.7 percent of the coaches listed as their reason for missing certain coaching schools that they were working at other jobs and thus unable to attend. Thirty-one (31), or 42 percent, said that they were out of the area; 4, or 5.5 percent, said they were just beginning to coach.

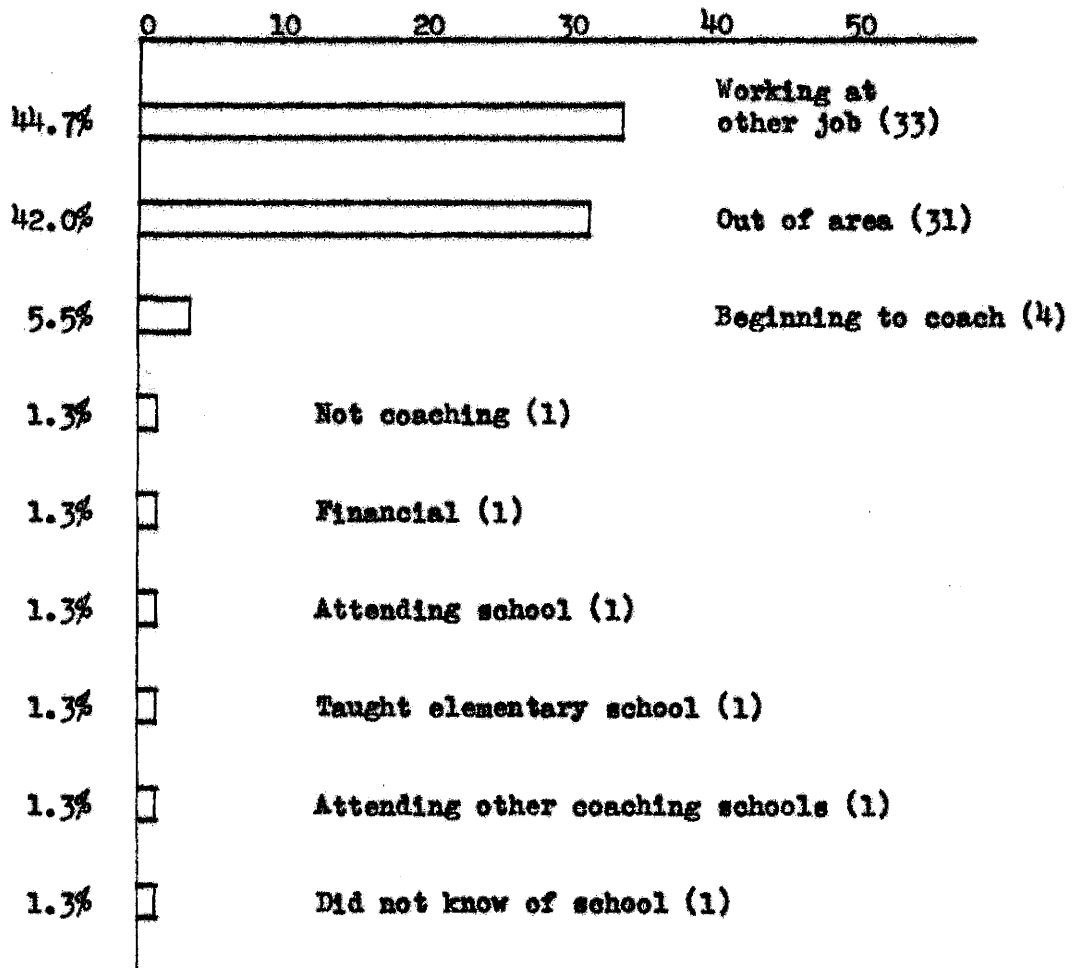


Figure 4. Reasons for not attending all coaching schools.

The remaining 6 coaches gave the following reasons: (1) not coaching at time of school, (2) financial, (3) attending school, (4) teaching elementary school and coaching school not applicable, (5) attending other coaching schools, and (6) did not know of school.

It might be pointed out that the one who did not know of the school at the time he did not attend is from Illinois, some distance from the campus of Utah State Agricultural College.

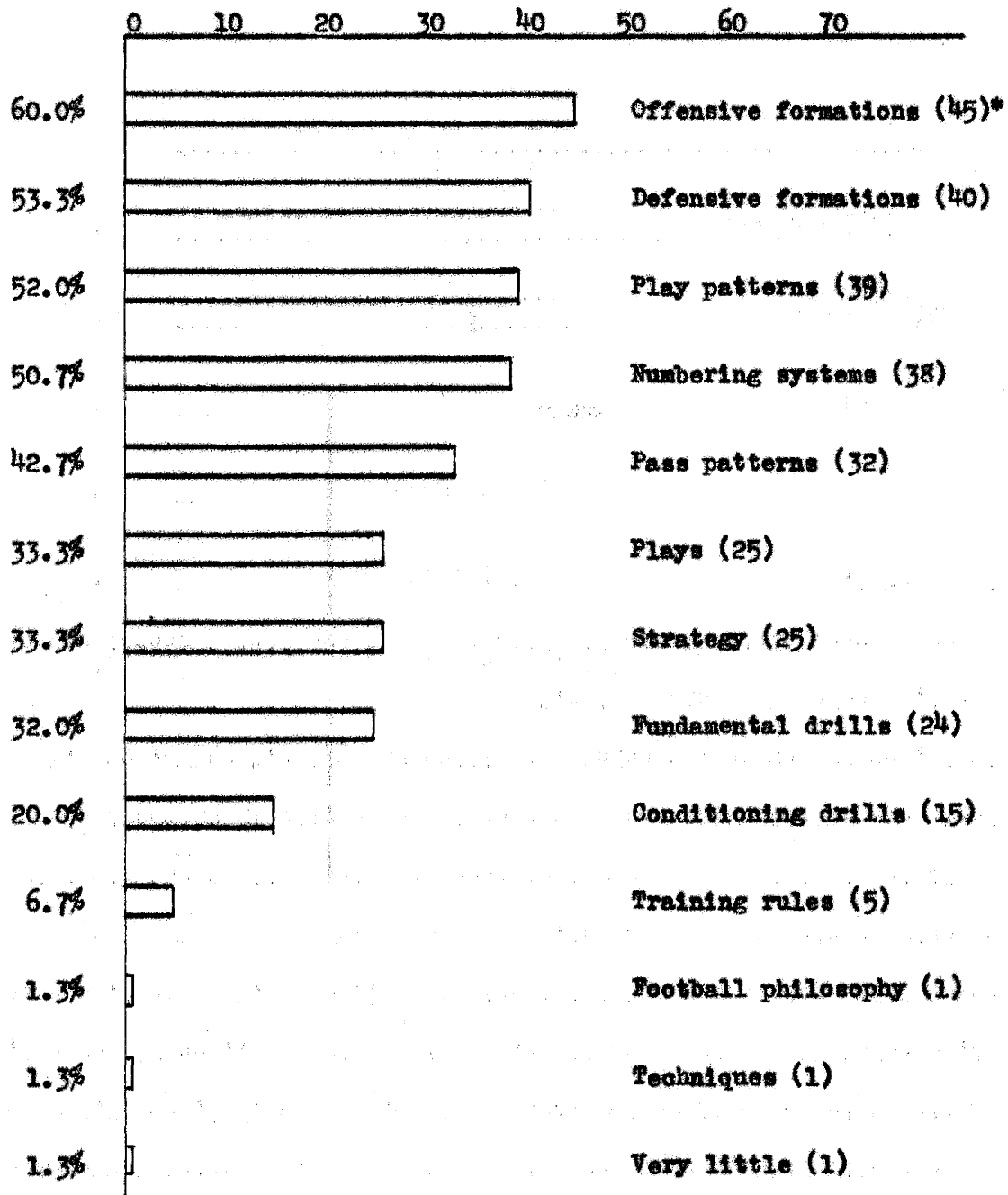
Problem 3 of this thesis was to determine whether or not the data received and the instruction given at the coaching school is important to the coaches attending, and if they are used in their coaching programs.

Figure 5 gives a picture of those things checked and listed by the coaches attending the school that are important to them in their coaching programs. The percentages listed represent the percent of coaches who checked those particular items.

Forty-five (45), or 60 percent of all coaches, reported "offensive formations" in football as important to them. Forty (40), or 53.3 percent, checked "defensive formations." Thirty-nine (39), or 52 percent, checked "play patterns," and thirty-eight (38), or 50.7 percent, checked "numbering systems" as important.

It is significant to know that "conditioning drills" and "training rules" were considered by most coaches to be relatively unimportant. Only 15, or 20 percent, checked "conditioning drills," and 5, or 6.7 percent, checked "training rules."

One person listed football philosophy and one listed techniques as being useful.



*Number of cases who listed these things as important to them are listed in parenthesis.

Figure 5. Material and information received from football clinic at Utah State Agricultural College Coaching School that is important to coaches attending.

It should be noted that only one coach said he received "very little" football information from the school that could be used.

In the basketball clinic, the four leaders in number of times reported as shown in figure 6, are offensive play (48 or 64 percent), defensive play (44 or 58.7 percent), play patterns (41 or 54.7 percent), and fundamental drills (32 or 42.7 percent).

You should notice the difference in the number of times plays (17 or 22.1 percent) and play patterns (41 or 54.7 percent), were checked. This would indicate that the emphasis is placed on a pattern or logical sequence of play in basketball rather than on individual plays.

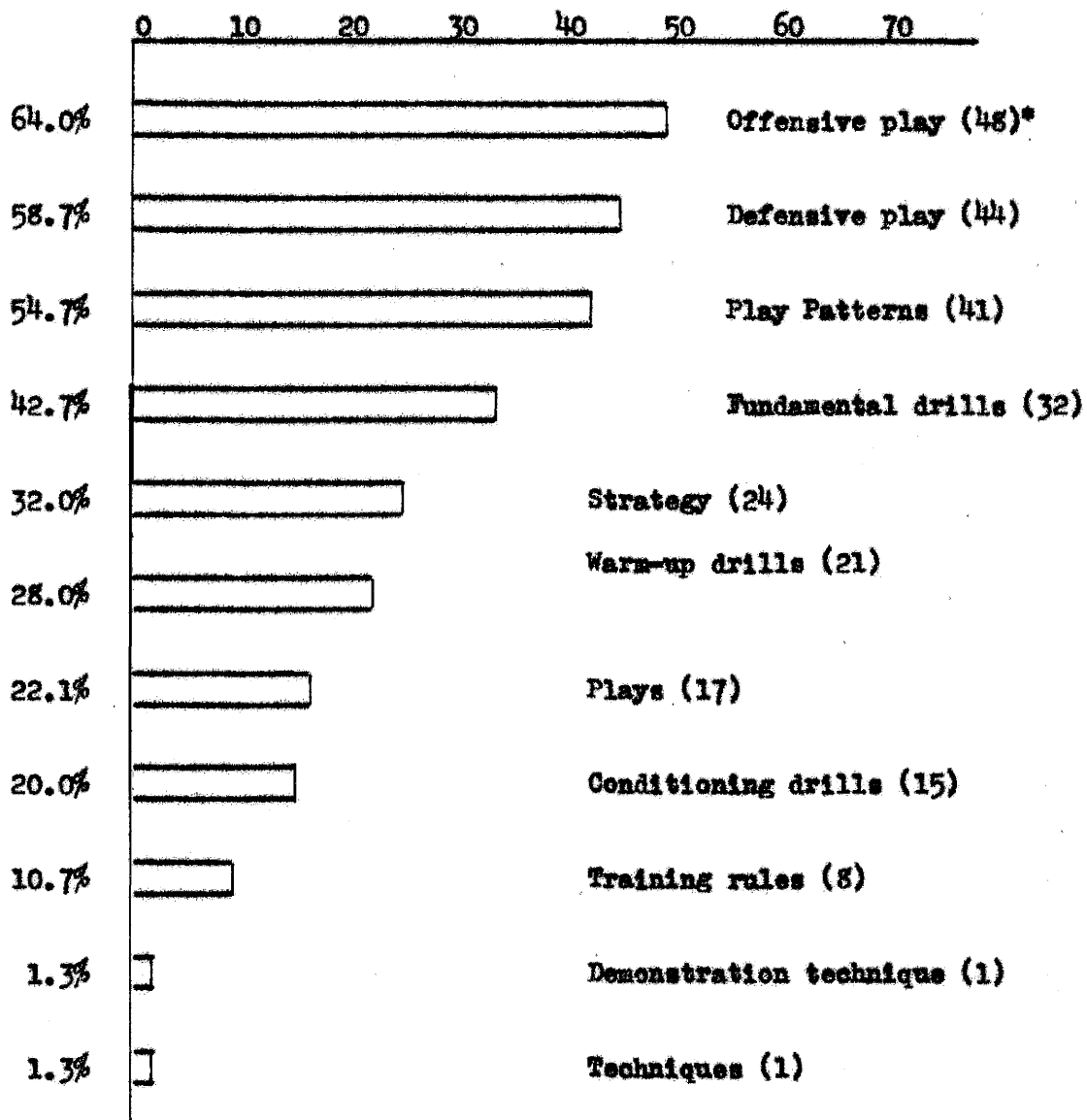
Relatively unimportant again are "conditioning drills" with 21 coaches or 28 percent checking this and training rules, with only 8 coaches, or 10.7 percent checking this item.

These facts and those of a similar nature in figure 6 would indicate that coaches generally have received elsewhere all that is necessary, along conditioning and training lines. Therefore, these subjects need not be given again at coaching schools.

It is interesting to note that instruction on strategy was listed by approximately 32 percent of the coaches as an important phase of coaching received from the school.

Again, one listed demonstration technique, and one techniques as something they had received at the school.

These facts also indicate that in coaching either basketball or football, offensive play rates first and defensive play second in importance to the coaches.



*Numbers of cases who listed these things as important to them are listed in parenthesis.

Figure 6. Material and information received from basketball clinic at Utah State Agricultural College Coaching School that is important to coaches attending.

A complete system change in either basketball or football would necessitate discarding whatever system the coach happened to be using at the time and adopting an entirely new system. However, it is entirely possible to make changes in a coach's system if he thinks he can strengthen it or adapt it more suitably to his players.

Does the Utah State Coaching School have any influence on the coach's decision in changing or not changing his system? Figure 7 indicates that in 37 cases, or in 49.3 percent of the total cases, the school had very little effect on a change of system. In 28, or in 37.3 percent of the cases, no effect was reported.

In only 14, or 12.4 percent of the cases, did coaches report that the school had any great effect on changes in system. It is also interesting to note that one coach reported that the school had so much effect on him that he has changed his system many times. These facts seem to indicate that coaches do not like to change completely from one system to another, but remain pretty close to one system with some variations in that system from year to year. Crisler in his lecture on football said:

Stick with the system you are most familiar with and only vary it some, based on material you have and new ideas you gather. My purpose here is to give you a few new ideas and slants on the game, not to get all of you to change your system to the single-wing formation.

Do those attending the coaching school make any use of the instructor's ideas and does he incorporate them with his own? The facts shown in figure 8 indicate that this is done. Of the 74 cases reported, 48, or 64.9 percent, said that they used many of the instructor's ideas. In 2 cases, coaches used almost all, and in 1 case the coach incorporated all of the instructor's ideas with his own.

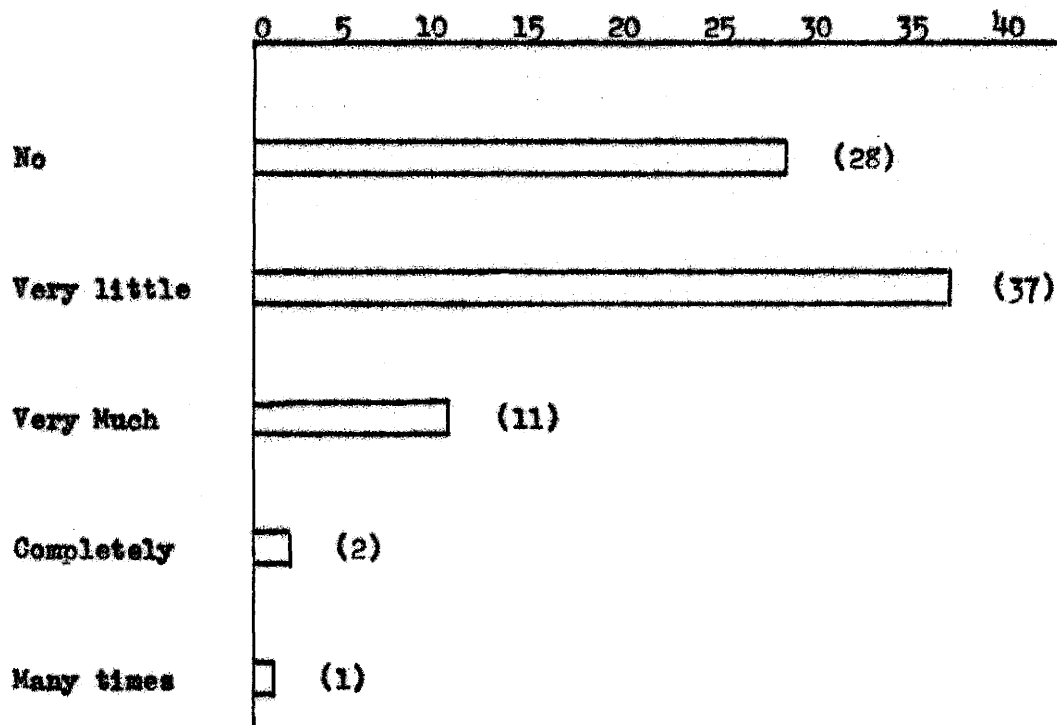


Figure 7. Effect of Utah State Agricultural Coaching School on system change.

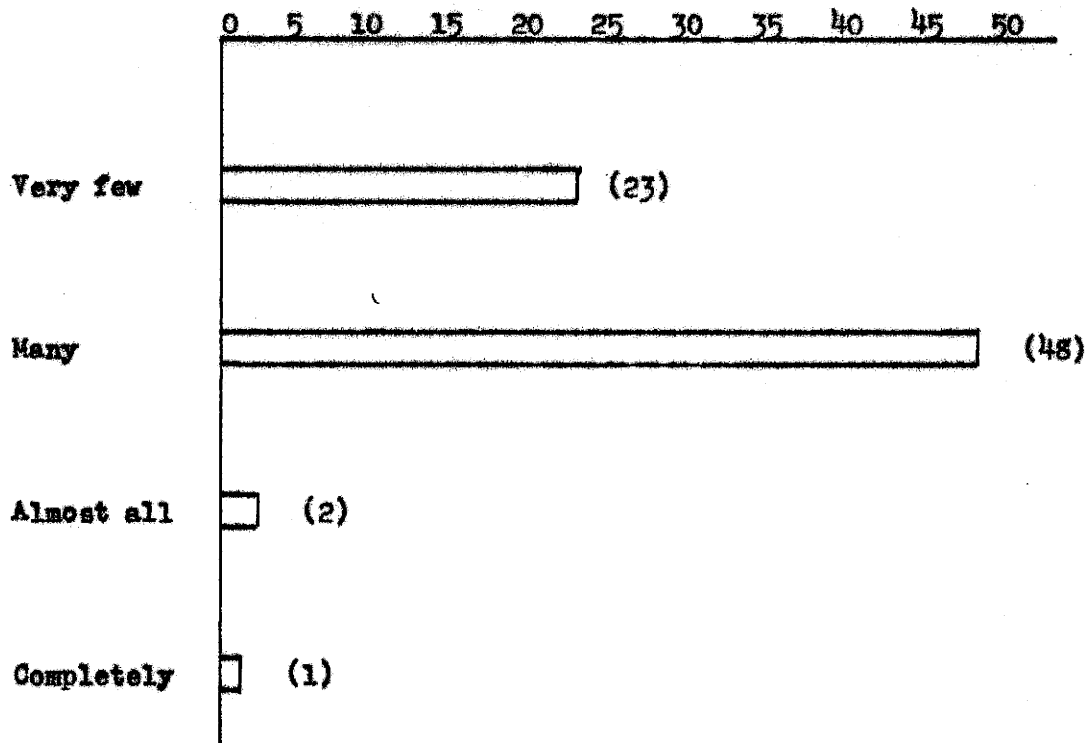


Figure 8. Use of instructor's ideas.

Only 23 coaches, or 31.1 percent, reported that they incorporated very few of instructor's ideas with their own.

It is important to know that in no case did anyone report that he did not use any of the instructor's ideas.

These facts are quite significant in that they show that in 68.9 percent of the cases coaches used either many, almost all, or all of instructor's ideas. But what is more important is the fact that at least some ideas are used in the coaches' own coaching programs in 100 percent of the cases.

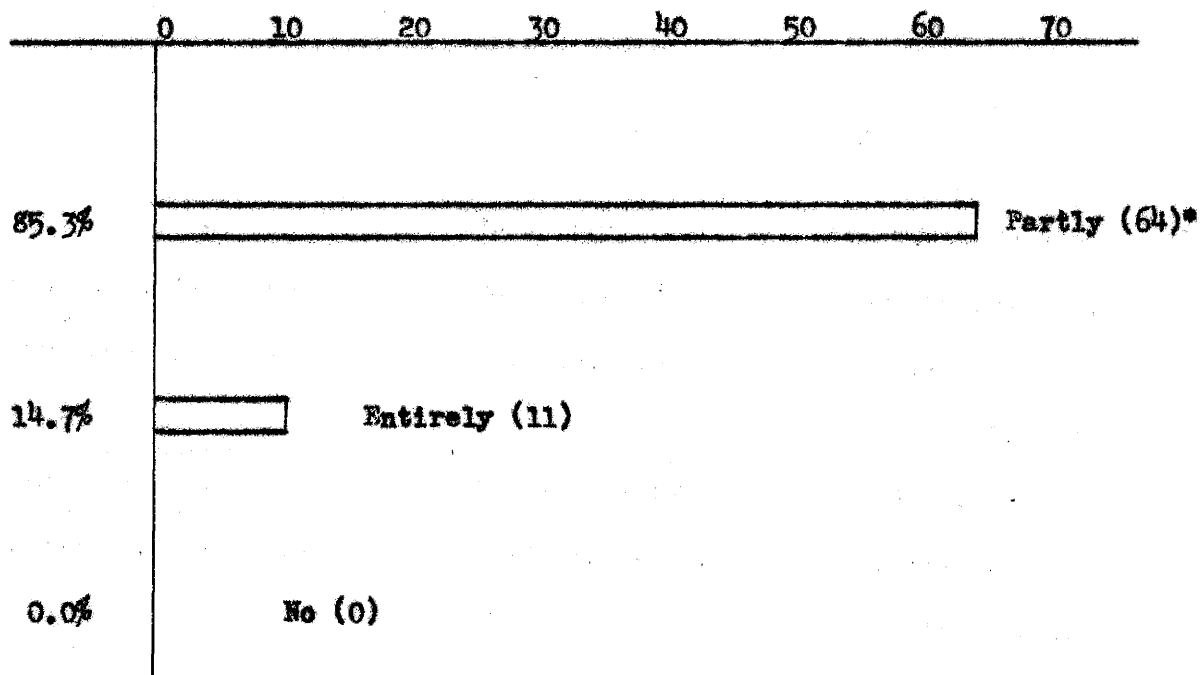
In addition to the individual and specific things that the coaches feel is important to them as shown by previous graphs, figure 9 makes emphasis of the overall picture of the needs of the coaches attending the coaching school. In 100 percent of the cases the needs of the coaches are either partly or entirely satisfied. There was no one who indicated that his coaching needs were not satisfied at all.

Sixty-four, or 85.3 percent of the coaches, reported that their needs were partly filled and 11, or 14.7 percent, indicated that their needs were entirely filled.

Those who reported that their needs were only partly answered were asked to check those items they thought should have more emphasis. If this were done, then the coaching school would come nearer to answering all the present problems of the coach.

Figures 10 and 11 give a picture of the material used in coaching basketball and football that should be emphasized more in the coaching school.

Demonstration of the material given in both basketball and football is rated number one with 39, or 52 percent of the coaches, indicating that more emphasis should be placed on this.



*Number of cases listed in parenthesis

Figure 9. Is the Utah State Agricultural College Coaching School meeting coaching needs?

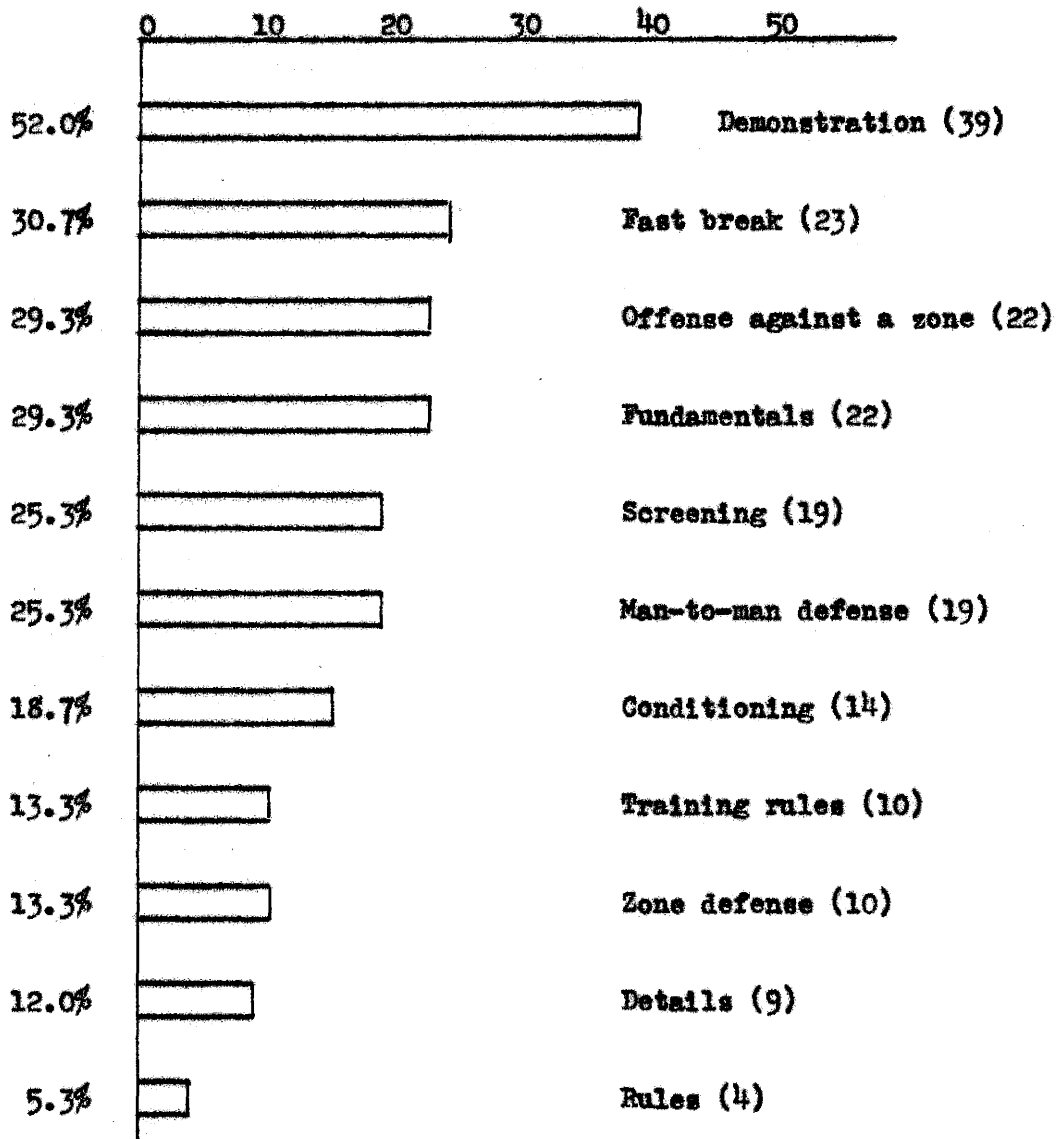


Figure 10. Phases of basketball which need to be emphasized more at coaching schools.

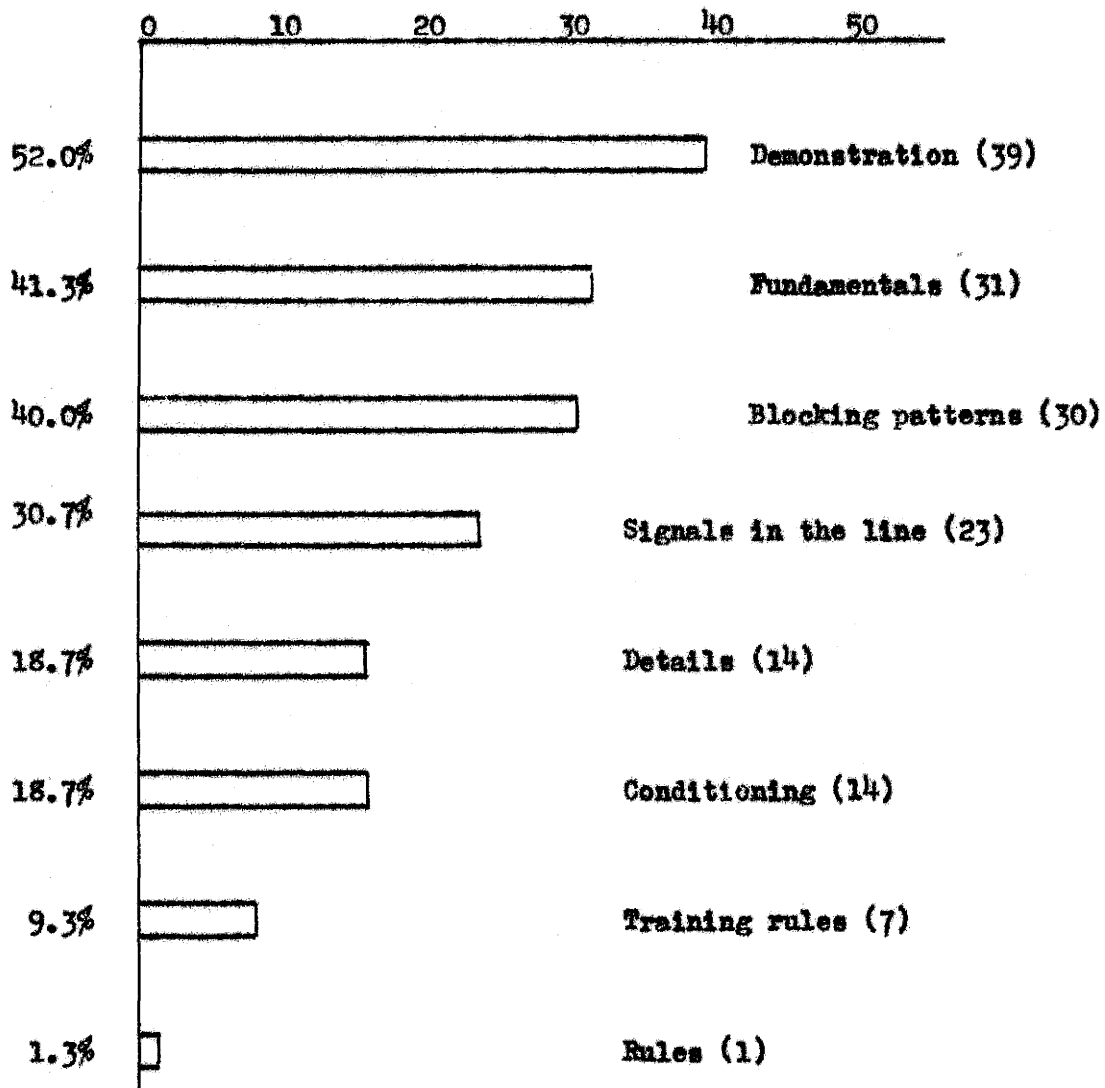


Figure 11. Phases of football which need to be emphasized more at coaching schools.

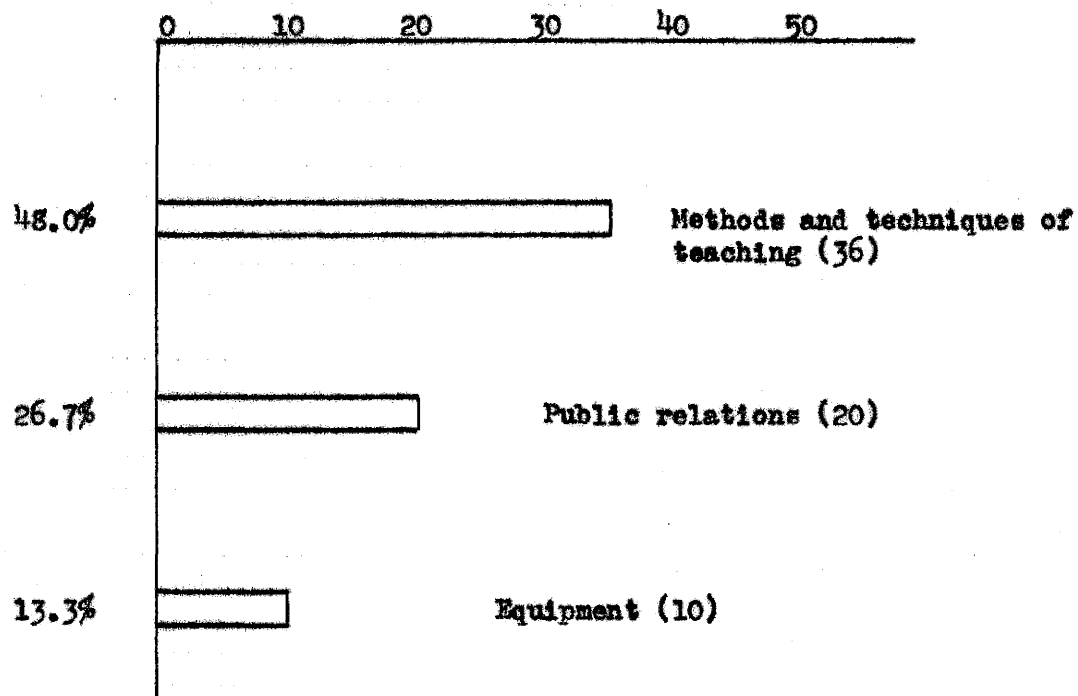


Figure 12. General items needing more emphasis in coaching schools.

As shown in figure 10, 23, or 30.7 percent of the coaches want more emphasis placed on fast-break offense, 22, or 29.3 percent, on fundamentals, and the same on offense against a zone.

Nineteen, or 25.3 percent, would like screening in basketball cleared up some, and also wanted more instruction in man to man defense.

Only 4 thought rules should come into the picture for more instruction.

Other phases mentioned by some coaches are details, 9 or 12 percent, zone defense and training rules, 13.3 percent, and conditioning, 14 or 18.7 percent.

Out of all these facts, it must be remembered that demonstration, fast break, fundamentals and offense against a zone should be given more time by the instructors in coaching schools if they are to satisfy the needs of more coaches.

In addition to demonstrations, fundamentals was thought by 31, or 41.3 percent of the coaches, to be important enough to warrant more instruction. The two other phases of football coaches thought needed more instruction on were blocking patterns, 30, or 40 percent, and signals in the line, 23, or 30.7 percent.

Only one coach thought rules should be emphasized more and only 7 wanted to get more on training rules.

In both basketball and football, the facts would indicate that the coaches want more instruction given by demonstration and more emphasis placed on fundamentals of the game.

General items applicable to both basketball and football that need more direct instruction are methods and techniques of teaching, public relations, and equipment. Equipment study is not so important as the other

two. Only 10, or 13.3 percent, needed more instruction in equipment, but 36, or 48 percent, and 20, or 26.7 percent, wanted more emphasis put on methods and techniques of teaching and public relations, respectively.

This is significant in that 48 percent of the coaches want this more concentrated emphasis put on methods and techniques of coaching football and basketball.

Problem 5 is to determine whether or not any social values are gained by participation in the Utah State Coaching School.

The coaches were asked to rate the following items as to their importance to them: (1) fellowship with other coaches, (2) exchange of ideas, (3) vacation, (4) renewing old acquaintances, (5) making new friends in the field, and (6) golfing. They were using the following scale:

0 - no importance	2 - some importance
1 - very little importance	3 - very important

Fellowship with other coaches was rated as the most important social trait, with 60, or 80 percent of the coaches as shown in table 3, rating it as very important to them.

Second in importance was the exchange of ideas, with 56, or 74.7 percent of the coaches rating it as very important.

The importance of renewing old acquaintances and making new friends in the field is shown by the fact that in each case 48, or 64 percent, classified it as very important.

The significance of the coaching school as a vacation opportunity and the appeal of golfing in connection with the school are shown to be almost negligible by the fact that only 13, or 17.3 percent, rated the vacation aspect as very important, and only 7, or 9.3 percent, rated golfing as very important.

Table 3. Social effect of Utah State Agricultural College Coaching School.

Rating Scale	Interpretation of Rating Scale	Fellowship with other coaches	Exchange of ideas	Vacation	Renewing old acquaintances	Making new friends in the field	Golfing
0	No importance	1	0	27	9	3	44
1	Very little importance	1	7	22	5	2	12
2	Some importance	13	12	13	13	22	12
3	Very important	60*	56	13	48	48	7

*Number of cases

On the other hand, 27, or 36 percent, rated as of no importance a vacation through attending the coaching school. Participation in golfing while attending the school was of no importance to 44, or 58.7 percent of the coaches who returned the questionnaires.

Figures 13, 14, 15, 16, 17 and 18 break down the results listed in table 3, showing a comparison of the individual items as to their importance to the coaches.

Table 4 gives the facts concerning how the coaches rated the football coaching schools that they attended on the following basis: (1) effect school had on system change, (2) extent of the use of instructor's ideas, and (3) the extent to which the school satisfied the coaches needs.

A glance at the table will reveal that many of the schools cannot be rated fairly as they were not rated by a sufficiently large number of coaches to make the results valid. To be considered in the tabulation, each school must have been rated by at least 10 coaches.

Of the coaches attending the 1948 coaching school, 12 attended the Shaughnessy 1941 school. Of this number, 6, or 50 percent, reported that the school satisfied their needs either to a great extent or to quite an extent.

Thirty-one coaches attending the 1948 school also attended the 1946 school in which Frank Leahy, Notre Dame, was an instructor. Twentyone, or 67.7 percent of the coaches, said that this school had from some to great effect on changing their system. Seventy-five percent used the instructor's ideas to at least some extent, and 81.4 percent reported that the school satisfied their needs to at least some extent. These facts are very significant in that it shows that Frank Leahy had a great deal of

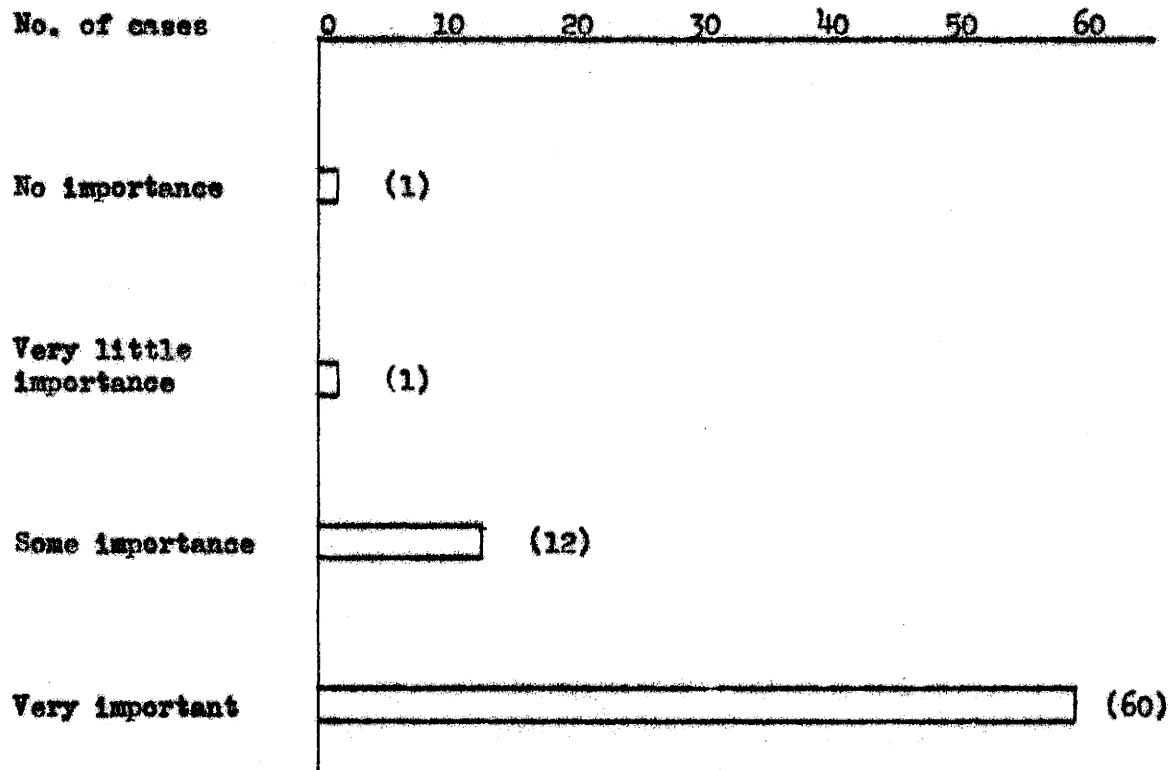


Figure 13. Rating of the social effect of the Utah State Agricultural Coaching School with reference to fellowship with other coaches.

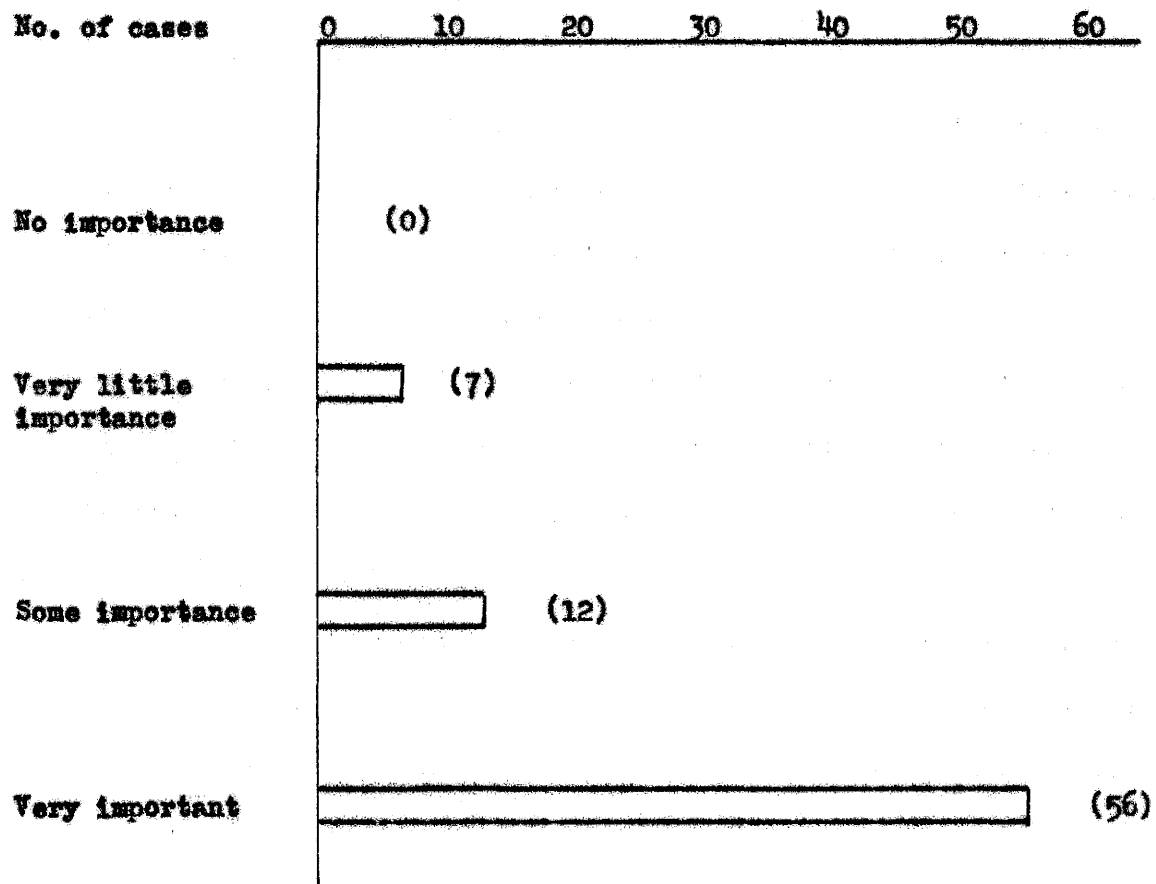


Figure 14. Rating of the social effect of the Utah State Agricultural College Coaching School with reference to exchange of ideas.

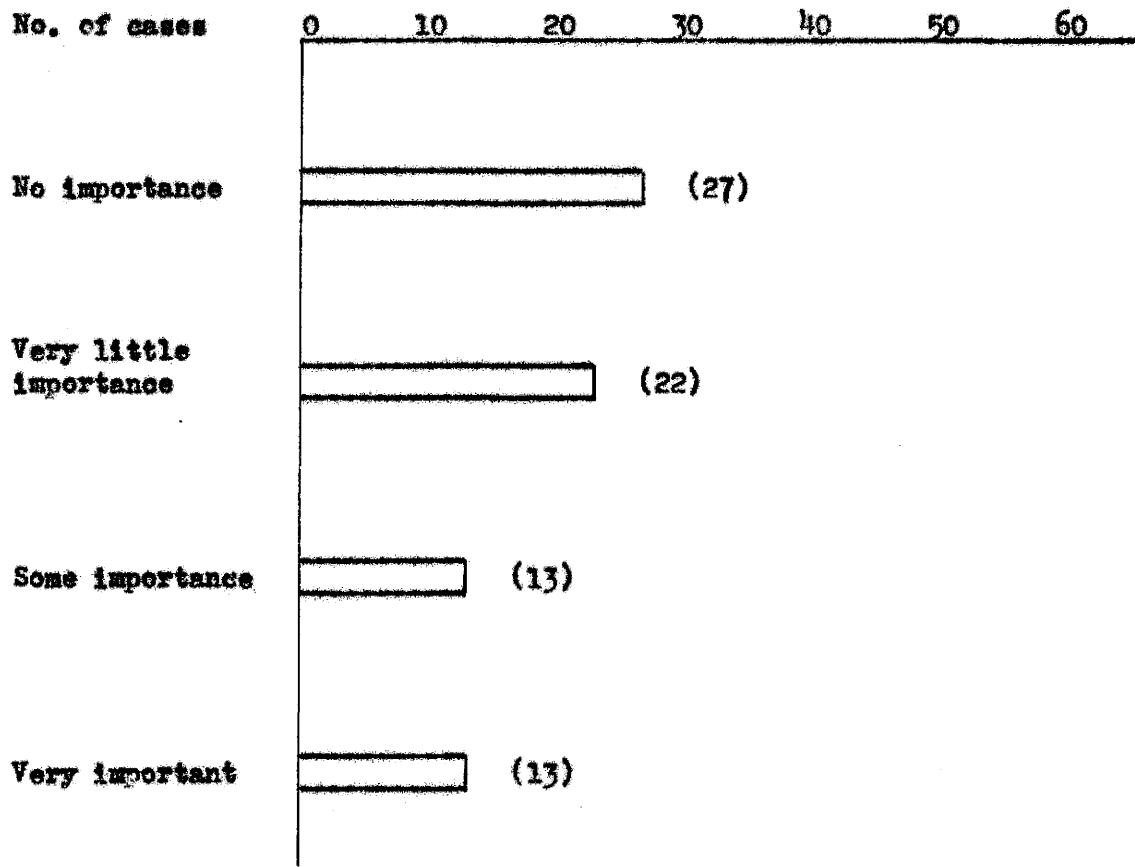


Figure 15. Rating of social effect of the Utah State Agricultural College Coaching School with reference to vacation.

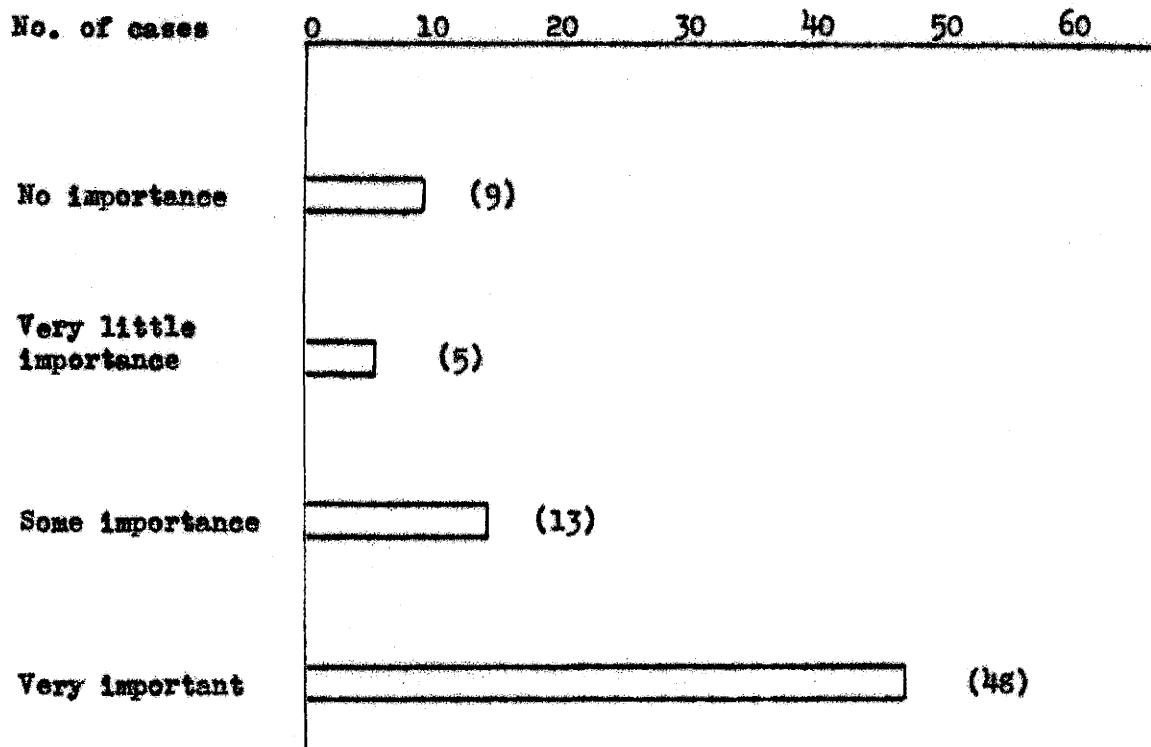


Figure 16. Rating of social effect of the Utah State Agricultural Coaching School with reference to renewing old acquaintances.

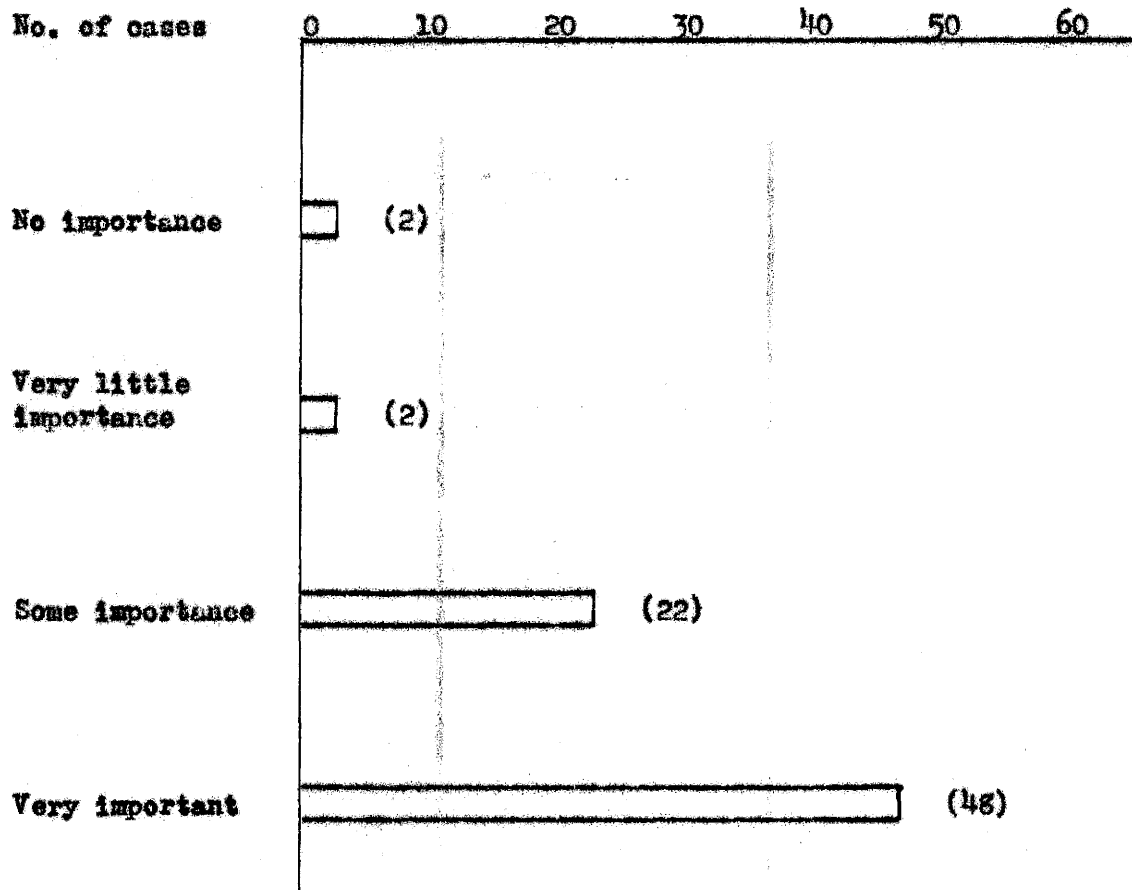


Figure 17. Rating of social effect of the Utah State Agricultural Coaching School with reference to making new friends in the field.

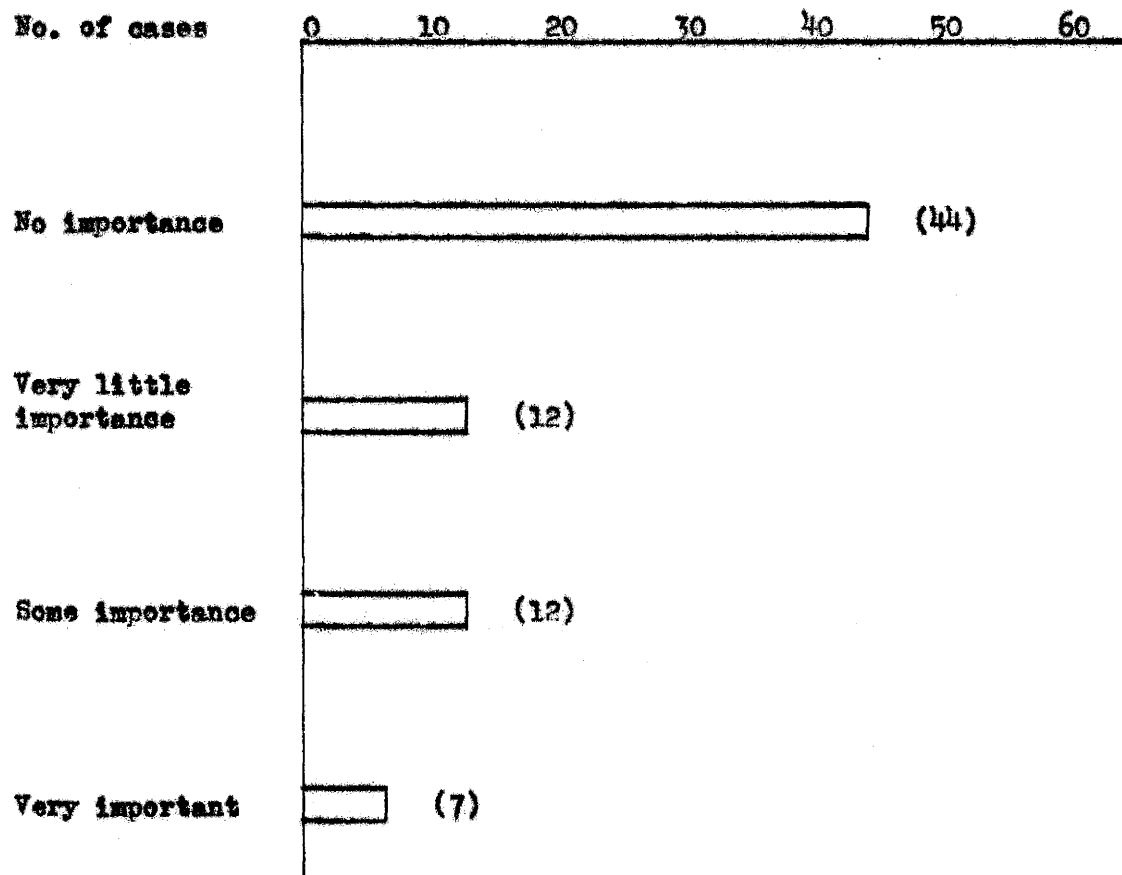


Figure 13. Rating of social effect of the Utah State Agricultural Coaching School with reference to golfing.

Table 4. Rating of football coaching schools attended.

*Ratings	Effect on system change						Use of instructor's ideas						Satisfied needs					
	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0
Rockne '27	2			1			1	2					2	1				
Warner '28						1	1						1					
Zupke '29																		
Jones '30																		
Wade '31				1	1			2							1		1	
Bierman '32			1	1				1	1						1	1		
Kinke '33																		
Crisler '34			1	1	1		2	1					2			1		
Spaulding '35						1	1								1			
Schmidt '36						1			1							1		
Bible '37			2	1	2		1	1	2	1			1		2	1	1	
Allison '38			1		3			1	1	2					2		2	
Waldorf '39		1	1	1		5		3	2	2	1			3		2	2	1
Snavely '40	1	1	1	1	1	4	1	2	2	1	2	1	1	1	3	1	2	1
Shaughnessy '41	3	2	2	2		3	2	2	3	3	2		5	1	3	2	1	
Stiner '42				1	1	2			2		1	2		1		1	1	2
Frka '43			2	2		4			5	2	1				6	1	1	
Shaughnessy '44			2	2		3		2	2	1	2		1	1	2	1	1	
Cravath '45	1		1	2	2	3		1	4		4			2	2		5	
Leahy '46	7	7	7	3	2	5	12	6	6	4	2	2	14	8	5	2	2	1
Butts '47		2	9	4	6	5			13	7	2	4		4	7	8	2	5
Crisler '48**	6	10	9	11	10	4	3	19	17	5	5	1	10	13	14	6	4	1

Rating Scale:

0 - No effect or none; 1 - almost none; 2 - very little effect; 3 - some effect or some extent; 4 - quite a lot of effect or to some extent; 5 - great effect or to great extent.

**Number of cases

influence on coaches attending, and that he did a good job in giving to coaches the material that they needed.

Of the coaches attending the 1948 school, 26 also attended the 1947 school in which Wallace Butts instructed in football. Of this number, 42.3 percent indicated at least some effect on system change, 50 percent at least some use of instructor's ideas, and 42.3 percent of the coaches reported that the school satisfied at least some of their needs.

Of the 75 coaches answering the questionnaires, 49 rated the 1948 school. Of the remaining 26, 18 were attending basketball sessions only, and 9 did not rate the present school.

Twenty-five, or 50 percent, indicated that the school had at least some effect on a change of system. Thirty-nine, or 78 percent, used at least some of the instructor's ideas, and 37, or 74 percent of the coaches, reported that the school satisfied at least some of their needs.

On the basis of the above facts, the 1946 school answered the needs of the coaches better than other schools. However, one must remember that this is based on a percentage, rather than on the number of cases rating the schools.

Also, it must be kept in mind that the most recent schools may be remembered more clearly and thus receive a better rating.

The rating of the basketball division of the coaching schools at Utah State Agricultural College is recorded in Table 5.

Schools are not rated on a percentage basis unless they were rated by at least 10 coaches present at the school. This is an arbitrary figure and was chosen in order to make it possible to give a more accurate comparison of the basketball division of the schools. The number of cases can readily be seen by referring to table 5.

Table 5. Rating of basketball coaching schools attended.

*Ratings	Effect on System Change						Use of instructor's ideas						Satisfied Needs					
	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0
Allen '27		1						1						1				
Allen '28																		
Allen '29																		
Carlson '30																		
Barry '31					1						1							1
G.O. Romney																		
Petersch '32			1	2					1	2					1	2		
E.L. Romney																		
Same as '32 '33					1						1							1
Bunn '34		2	1						2	1				2	1			
Same as '32 '35				1	1						1	1				1	1	
Bunn '36		1							1					1				
Schabinger '37				2	2	1				2	1	2				2	1	2
Edmundson '38					1	3						1	3				1	3
Cox '39	2	1	3			2	2	1	3			2	3	1	2			2
Hobson '40	1	2	1		1	2	1	2	1		1	2	1	2	1		1	2
Cox '41	2	3	3		1	1	2	3	4		1		3	4	2		1	
Gill '42			2		1	1			1		1	2			1		1	2
Shelton '43		2	4	1		1		3	4	1				3	4	1		
Miller '44			2	3		1			3	3					3	3		
Friel '45			1	2	5	1				4		5			3	1	3	2
Iba '46	4	6	5	8	2	4	5	4	8	8	3	1	6	6	7	5	2	3
Patton '47			7	8	3	8			8	10	3	5	1	1	6	7	5	6
Gardner '48	8	22	15	8	1	4	9	29	12	6	1	1	11	28	13	4	1	1

*Rating Scale:

- 0 - No effect or none
- 1 - Almost none
- 2 - Very little effect or to very little extent
- 3 - Some effect or some extent
- 4 - Quite a lot of effect or to quite an extent
- 5 - Great effect or great extent

**Number of cases

The 1941 school was rated by 10 coaches who attended the 1948 school. Frosty Cox was the instructor. Of this number 8, or 80 percent, stated that this school had at least some effect on their system changes.

Nine coaches, or 90 percent, said that they made use, at least to some extent, of the instructor's ideas.

Also, 9, or 90 percent, rated this school either 3, 4 or 5 as to the extent it satisfied their needs, indicating that at least to some extent coaches received what they came to receive.

The 1946 school, with Henry Iba, Oklahoma A & M, as an instructor, was attended and rated by 29 coaches. Of this number, 15, or 51.7 percent, indicated that this school had at least some effect on their system change, while 8, or 27.6 percent, said that it had very little effect. The remaining 6, or 20.7 percent, reported either no effect or almost no effect.

As to the use of instructor's ideas, 17, or 58.6 percent, used these ideas at least to some extent, while 8, or 27.6 percent, used these ideas to a very limited extent.

Needs of the coaches were satisfied at least to some extent in 19, or 66.5 percent, of the cases, while 10, or 34.5 percent, reported that the school either did not satisfy their needs, or did so only to a very little extent.

Lee Patton, West Virginia University, instructed in the basketball school in 1947. This school was rated by 26 coaches. Only 7, or 26.9 percent, changed their system to some extent after attending the school, while 11, or 42.3 percent, reported it had either no effect, or almost none. Eight, or 30.8 percent, said it had very little effect.

Of those rating this school, 30.8 percent reported that they used instructor's ideas, 18, or 69.2 percent, rated it as either 0, 1 or 2, indicating that they either used none, almost none, or very few of his ideas.

Did this school satisfy the coach's needs? It did to some extent in 8, or 30.8 percent of the cases. In the remaining 18 cases, or 69.2 percent, it either did not, or did so to very little extent.

In the most recent school, 1948, Jack Gardner, Kansas State, handled the instructional duties in basketball. The school was rated by 58 coaches. The remaining 17 coaches who did not participate in the rating were either football coaches, or failed to rate.

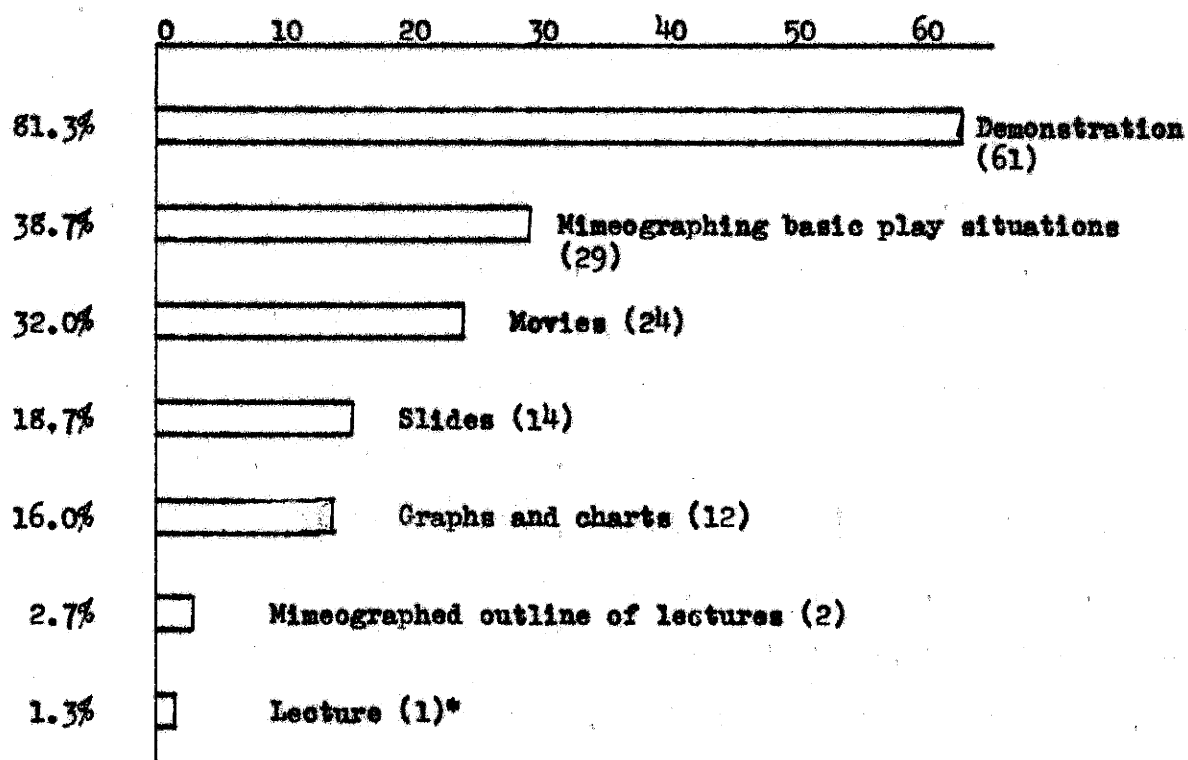
Of the 58, 45, or 77.6 percent, reported that the school will have at least some effect on their change in system. Fifty, or 86.2 percent, cases indicated they will use at least some of Gardner's ideas. Only 1 case reported he would use none of his ideas. This is quite important to note.

An even better record was made as to the extent this particular school met the coaches needs. Fifty-two cases, or 89.7 percent, reported they received from the school those things they wanted, to at least some extent. Again, only 1 indicated that his needs in basketball were not met.

These facts would indicate that the 1948 school rated number one in the coach's mind, with the 1946 and 1941 schools following closely behind.

Of all the instructional methods instructors could use, the three rated the most important by the coaches are lecture, movies and demonstration.

The facts given in figure 19 indicate definitely that the coaches wanted more demonstration in the instruction. Sixty-one, or 81.3 percent, expressed this desire.



*Number of cases

Figure 19. Instructional methods which should be used more at coaching schools.

It should be noted that there was a need for mimeographing basic play situations with 29, or 38.7 percent indicating this and also a need for more movies as expressed by 24, or 32 percent.

It is important to note that only 1 case reported greater need for lecture.

There were 2 cases who expressed a desire for an outline of the lectures.

These facts would indicate that lecture is employed to a great extent in instruction whereas it would be desirable to employ to a greater extent demonstration, mimeographing basic play situations, and movies, with possibly more use made of slides and graphs and charts.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine, as far as possible, the values, if any, that result from the attendance at coaching schools, and specifically, attendance at the Utah State Agricultural College Coaching School. The study was subdivided into investigations in the following areas: (1) the drawing power of the Utah State Agricultural College Coaching School, (2) the holding power of the school based on the regularity of attendance, (3) the extent the material gathered at the school is helpful to coaches in their programs, (4) the extent the school is meeting the needs of the coaches attending, (5) the social values gained through participation in the school, (6) comparisons among various Utah State Coaching Schools held since the beginning in 1927, and (7) methods of instruction that should be more widely used by instructors.

The information for the present study was obtained through a questionnaire built for this purpose. It was revised several times. These revisions were due in part to the criticisms and suggestions gained from three high school coaches in coaching positions, one physical educator in a college position and one college coach. The questionnaire was tried on them first to see if it was clear, brief, yet covered the subject, and to see what reaction would come from them.

The head of the physical education department at the college was also very helpful in building the questionnaire with his timely suggestions, criticisms and helpful hints along certain lines.

Information was also obtained from the director of the coaching school since its beginning by personal interviews and from records kept in his office.

Finally, the questionnaire was handed to those coaches who attended the 22nd Annual Utah State Coaching School on June 8, 1948.

Every day thereafter until completion of the school, the coaches were asked to cooperate in filling out as accurately as possible this questionnaire.

Questionnaires were received from over 75 percent of the coaches currently holding coaching jobs in junior high schools, senior high schools, junior colleges and senior colleges and universities.

There are at least 42 (1, 6) coaching schools held throughout the United States during the summer of 1948.

On the basis of the present study the following summaries and conclusions of the seven problems investigated are presented:

1. a. Of the total of 145 persons attending the 22nd Annual Utah State Coaching School, 99, or 68.3 percent, held coaching jobs at the time of the school. Twenty-three, or 15.9 percent, were students and 13, or 15.9 percent, were coaches without coaching jobs.
- b. Students came to attend the Utah State Coaching School from 11 states of the United States, and one came from Alberta, Canada. Utah, with 85, or 58.5 percent, and Idaho, with 36, or 24.7 percent, were represented by the greatest number of coaches present.

The greatest distance any coach came to attend the coaching school was from Minnesota, which had 3 representatives, or 2.1 percent.

The other states represented were California, Illinois and Virginia, all 1.4 percent; Colorado, 2.8 percent, Kansas and Washington, each .7 percent; Nevada, 3.5 percent, and Oregon, 4.1 percent.

c. Utah had 34 coaches from 22 high schools, 9 coaches from 3 senior colleges and universities, 4 coaches from 4 junior colleges and 1 coach came from a junior high school.

Of the high schools, Davis had 4 coaches present.

Utah State Agricultural College also had 4 coaches present.

From Idaho, Idaho State College had 4 coaches present, and

Caldwell, Preston and Malad had 2 representatives present.

2. a. Forty-four percent of the coaches attended a coaching school before their first coaching job, 14.6 percent after one year of coaching, 12 percent after their second year and 10.7 percent attended after their fourth, fifth or sixth year of coaching.
- b. It was possible to attend 22 coaching schools at Utah State Agricultural College. One coach attended 17 of them for a percentage of 77.3 percent. One coach attended 10 out of 18 for 55.5 percent; One attended 10 out of 17 for 58.8 percent, and 1 coach attended 12 out of 12 for a 100 percent attendance record. The total possible accumulative score that could have been made by all the coaches is 329. Of this number, 231 were attended for an overall attendance record of 70.2 percent.
- c. Reasons given by the coaches for not attending all the coaching schools were : (1) working at other jobs, 44.7 percent; (2) out of area, 42 percent. Other reasons listed by the coaches were (1) just beginning to coach, 5.5 percent; (2) not coaching, 1.3 percent; (3) financial, 1.3 percent; (4) attending other schools, 1.3 percent; (5) taught elementary school, 1.3 percent; (6) attending other coaching schools, 1.3 percent, and (7) did not know of school, 1.3 percent.

3. a. Many things were received from the coaching school as indicated by the coaches. Ninety-eight and seven tenths percent received something of importance from the football coaching school, and 100 percent received valuable information from the basketball coaching school. Offensive and defensive formations in football were received by 60 percent and 53.3 percent, respectively. Play patterns were received by 52 percent of the coaches. In basketball also, offensive and defensive play rated high in material received at the coaching school. Information on offensive play was gained by 64 percent and defensive play was received by 56.7 percent. Play patterns in basketball were also indicated as very important to 54.7 percent of the coaches.
- b. Coaches did not change their systems much as a result of attendance at the coaching school. In 86.6 percent of the cases coaches changed their systems very little.
- c. Forty-eight coaches, or 64.9 percent, used many of instructor's ideas and in 31.3 percent of the cases, coaches used at least some ideas. In no case did a coach report that he did not use any of the instructor's ideas.
4. a. The Utah State Agricultural College Coaching School satisfied at least part of the needs of 100 percent of the coaches attending. The needs of 85.3 percent were reported partly filled, and 14.7 percent reported that they were entirely filled.
- b. Some basketball coaches reported that more emphasis should be placed on certain phases of basketball to entirely satisfy their needs. More demonstration was indicated by 52 percent. More

- fundamentals and instruction on an offense against a zone, 29.3 percent. Additional emphasis on the fast break was requested by 30.7 percent.
- c. Football coaches also wanted more demonstration, 52 percent, more fundamentals, 41.3 percent, and more emphasis put on blocking patterns, 40 percent.
 - d. Forty-eight percent wanted more emphasis put on the instruction in methods and techniques of teaching football and basketball. More instruction in public relations was wanted by 26.7 percent.
5.
 - a. Eighty percent of the coaches indicated that fellowship with other coaches was very important to them.
 - b. Exchange of ideas was very important to 74.7 percent.
 - c. Renewing old acquaintances and making new friends in the field was very important to 64 percent.
 - d. A vacation through attendance at the coaching school is of very little importance or of no importance to 74.7 percent.
 6.
 - a. The 1946 football school instructed by Leaby, Notre Dame, was rated number one, with 84.4 percent reported satisfied at least to some degree. The 1948 school with Crisler, Michigan, as an instructor, placed second with 74 percent satisfied, at least to some degree.
 - b. In basketball, the 1941 school instructed by Cox, Colorado, satisfied the needs of 90 percent. The 1948 school, Jack Gardner, Kansas State, instructing, satisfied the needs of 89.7 percent, and the 1946 school instructed by Iba, Oklahoma A & M, satisfied the needs of 65.5 percent of the coaches at least to some extent.

7. a. Sixty-one, or 81.3 percent of the coaches, want more demonstration in the instruction. Thirty-eight and seven tenths percent want the basic play situations mimeographed, and 32 percent want more movies.

The above facts seem to indicate that this particular coaching school is meeting some particular needs expressed by the coaches. It is demonstrating a very good drawing power and good holding power.

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APPENDIX

COACHING SCHOOL INQUIRY BLANK

Please fill in as accurately as possible.

1. Your Coaching Position

a. Your name _____ Age _____

b. Where do you coach at present _____

c. How many years have you been in present position _____

d. In how many schools have you coached _____

e. How many years have you been coaching?

(1) High school _____ (2) College _____ (3) Army _____

f. Sports coached in interscholastic competition (check)

(1) Football _____

(2) Basketball _____

(3) Track _____

(4) Tennis _____

(5) Baseball _____

(6) Softball _____

(7) Wrestling _____

(8) Other sports _____

g. Salary Dividends:

(1) Does your school district pay dividends for attendance
at coaching schools _____.

(2) If so, how much _____.

2. Effect of U.S.A.C. Coaching School on Your Program.

a. Did you change your system?

(1) No _____

(2) Very little _____

(3) Very much _____

(4) Completely _____

b. Did you incorporate instructors' ideas with your own?

- (1) No _____
- (2) Very few _____
- (3) Many _____
- (4) Almost all _____
- (5) Completely _____

c. Did the coaching schools fill your needs?

- (1) No _____
- (2) Partly _____
- (3) Completely _____

d. If answer to (c) was either "No" or "Partly", check the items you want them to emphasize more:

- (1) Basketball
 - (a) Fundamentals _____
 - (b) Demonstrations _____
 - (c) Details _____
 - (d) Rules _____
 - (e) Screening _____
 - (f) Zone Defense _____
 - (g) Man-to-man Defense _____
 - (h) Offense against a zone _____
 - (i) Fast break _____
 - (j) Training rules _____
 - (k) Conditioning _____
- (2) Football
 - (a) Fundamentals _____
 - (b) Demonstration _____
 - (c) Details _____

- (d) Blocking patterns _____
- (e) Signals in line _____
- (f) Rules _____
- (h) Training rules _____
- (i) Conditioning _____

(3) General

- (a) Public relations _____
- (b) Methods and techniques of teaching _____
- (c) Equipment _____

(e). What material and information have you received from coaching schools that is important to you?

(1) Football

- (a) Plays _____
- (b) Play patterns _____
- (c) Offensive formations _____
- (d) Defensive formations _____
- (e) Fundamental drills _____
- (f) Pass patterns _____
- (g) Numbering systems _____
- (h) Conditioning drills _____
- (i) Training rules _____
- (j) Strategy _____
- (k) Very little _____
- (l) Other material _____

(2) Basketball

- (a) Plays _____
- (b) Play patterns _____
- (c) Offensive play _____
- (d) Defensive play _____

- (e) Fundamental drills _____
- (f) Warm-up drills _____
- (g) Conditioning drills _____
- (h) Training rules _____
- (i) Strategy _____
- (j) Very little _____
- (k) Other material _____

3. What is the Effect of the U.S.A.C. Coaching School from a Social Standpoint.

Instructions: Place a number in the blank following statement according to following rating scale:

- 3 Very important to you,
- 2 Not quite so important to you,
- 1 Very little importance,
- 0 No importance.

- a. Fellowship with other coaches _____
- b. Exchange of ideas _____
- c. Vacation _____
- d. Renewing old acquaintances _____
- e. Making new friends in the field _____
- f. Golfing _____

(continued on next page)

4. Rating of all U.S.A.C. Coaching Schools You Have Attended:

a. Football

Use the following rating chart: 5 - great effect; 4 - quite a lot of effect; 3 - some effect; 2 - very little effect; 1 - almost none; 0 - no effect.

Year and Instructor	Check those schools attended.	Rate schools according to their effect on your change in system.	Rate schools according to the extent you used instructors ideas.	Rate schools according to which satisfied your needs best.
1927 Knute Rockne, Notre Dame				
1928 Glen "Pop" Warner, Stanford U.				
1929 Robert Zupke, Illinois U.				
1930 Howard Jones, U. of So. Calif.				
1931 Wallace Wade, Alabama U.				
1932 B. W. Bierman, Tulane U.				
1933 Harry Kipke, Mich. U.				
1934 H.O."Fritz" Crisler, Princeton				
1935 William H. Spaulding, UCLA Clark D. Shaughnessy, U.of Chic.				
1936 Francis A. Schmidt, Ohio State				
1937 Dana X. Bible, Nebr. & Texas U.				
1938 L.B. Allison, U. of Calif.				
1939 Lynn Waldorf, Northwestern U.				
1940 Carl Snavely, Cornell U.				
1941 Clark D. Shaughnessy, Stanford				
1942 Lon Stiner, Oregon State				
1943 Henry Frnka, Tulsa U.				
1944 Clark D. Shaughnessy, U.of Pitts.				
1945 Jeff Cravath, U. of So. Calif.				
1946 Frank Leahy, Notre Dame				
1947 Wallace Butts, U. of Georgia				
1948 H.O."Fritz" Crisler, Michigan				

Use the following rating chart: 5 - great effect; 4 - quite a lot of effect; 3 - some effect; 2 - very little effect; 1 - almost none; 0 - no effect,

Year and Instructor	Check these schools attended	Rate schools according to their effect on your change in system.	Rate schools according to the extent you used instructors ideas.	Rate schools according to which satisfied your needs best.
1927 Dr. Forest Allen, Kansas U.				
1928 Dr. Forrest Allen, Kansas U.				
1929 Dr. Forrest Allen, Kansas U.				
1930 Dr. H.C. Carlson, Pittsburg U.				
1931 Sam Barry, U. of So. Calif. G.O. Romney, B.Y.U.				
1932 Vadal Peterson, U. of Utah E.L. Romney, U.S.A.C.				
1933 Same as 1932				
1934 John Bunn, Stanford U.				
1935 Same as 1932				
1936 John Bunn, Stanford U.				
1937 A.A. Schabinger, Creighton U.				
1938 C.S. Edmunson, Wash. U.				
1939 Forrest B. Cox, Colo. U.				
1940 Howard Hobson, Oregon U.				
1941 Forrest B. Cox, Colo. U.				
1942 A.T. "Slate" Gill, Oregon S.				
1943 Everett Shelton, Wyo. U.				
1944 Wm. H. "Little Bill" Miller, Tulsa "Diamond X Oilers"				
1945 Jack Friel, Wash. State				
1946 Henry Iba, Okla. A. & M.				
1947 Lee Patton, West Virginia				
1948 Jack Gardner, Kansas State				

c. Reasons for not attending those missed:

- (1) Illness _____
- (2) Out of vicinity _____
- (3) Working at other job _____
- (4) Not interested _____
- (5) Other reasons _____

d. Did you attend your first coaching school:

- (1) Before your first coaching job _____
- (2) (Circle numbers applicable) After your
1 2 3 4 5 6 7 8 9 10 years of coaching.

5. Presentation of Material

a. Number in order of importance the following instructional methods; rate 1, 2, 3, etc. with 1 the most important; place 0 if not important:

- (1) Lecture _____
- (2) Movies _____
- (3) Demonstration _____
- (4) Slides _____
- (5) Mimeographing basic play situations _____
- (6) Graphs and Charts _____
- (7) Other methods _____

b. Which methods should be used more?

- (1) Lecture _____
- (2) Movies _____
- (3) Demonstration _____
- (4) Slides _____
- (5) Mimeographing basic play situations _____
- (6) Graphs and Charts _____
- (7) Other methods _____