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# The Status of Athletic Coaches and Coaching in Secondary Schools of the New Mexico Athletic Association

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WILSON

ATHLETIC
COACHES

# THE STATUS OF ATHLETIC COACHES AND COACHING IN SECONDARY SCHOOLS OF THE NEW MEXICO ATHLETIC ASSOCIATION

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# CHAPTER I

## INTRODUCTION

### THE NATURE OF THE STUDY

The purpose of this study is to present an analysis of the status of interscholastic athletic coaches of the New Mexico Athletic Association for the school year 1935-1936. The factors to be considered are: (1) the age, marital status, and residence in New Mexico of athletic coaches; (2) the training and athletic participation of coaches; (3) the total years of experience including tenure in present position of athletic coaches; (4) the salaries received by athletic coaches; (5) the duties of athletic coaches; (6) the attitude of athletic coaches toward coaching; (7) school conditions affecting athletic coaches and coaching.

### PREVIOUS RELATED STUDIES

An investigation in the field of this study reveals that very little has been done in the way of research on the status of coaches throughout a whole state. A similar study was made by R. M. Bogue at the University of Michigan concerning social science teachers in the high schools of

Michigan belonging to the North Central Association.[1]

B. E. Wiggins, in 1929, made an investigation of the relationship between regular classwork and coaching assignments in the high schools of Columbus, Ohio.[2] He found that usually two men were hired as coaches in each senior high school, and on an average they devoted 697 hours each for the school year to classwork and coaching combined. He also found that in the junior high schools of Columbus the coach devoted 900 hours each school year to classwork and coaching combined, with 372 hours for coaching athletics.

In an interview study, reported by Prosser in the year 1929, the personal opinions of various educators were given regarding the question: "Should high schools give up paid coaches?"[3] The consensus of opinion was that the most desirable situation is a combination of teacher-coach, or an athletic coach who is also the director of physical education.

In 1927, Bohn made a study of 513 coaches of athletics

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[1] R. M. Bogue, "The Status of Social Science Teachers in the North Central Association in Michigan," (Master's Thesis, University of Michigan, Ann Arbor, 1930), 77 pp.

[2] B. E. Wiggins, "Report on the Division of Time Between Regular Class Work and Coaching Assignments in Columbus High Schools," Journal of Education, Volume VI, November 1930, p. 106.

[3] N. A. Prosser, "Should High Schools Give Up Paid Coaches?" Journal of Education, Volume V, November 1929, pp. 136-7.

in Ohio.[4] The data consisted of answers to a questionnaire concerning the status of the athletic coaches in regard to salary, tenure, age, teaching load, certification, summer work, and professional preparation. They were classed in four groups according to the school system as follows: The median salaries for the four groups were, I. city coaches, $2180; II. village coaches, $1750; III. large county high schools, $1587; IV. small county high schools, $1390. These salaries were higher than the average of teachers' salaries for the corresponding groups.

The median tenure for the four groups was: I- 2.81 years; II- 2.17 years; III- 1.82 years; IV- 1.47 years. The average for the four groups was 2.08 years. The medians for the total years of experience in each group were: I- 4.6; II- 3.4; III- 2.5; IV- 2.1. The average for the four groups was 3.19 years.

A study of professional preparation showed that 26.8 per cent had no college degrees, three fourths of this percentage being in the county high schools. The median number of semester hours in education was 30.1 for the combined groups. Many coaches were lacking in special training in group games, play and playground work, and in first

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[4] J. E. Bohn, "The High School Coach as He Is," Ohio State University Bulletin, Volume XXXII, September 1927, pp. 426-7.

aid.

Certificates were held by 87.5 per cent of the coaches but life certificates by only 16.6 per cent.

The oldest high school coach was 49 years old. Forty and three tenths per cent of the coaches were less than 25 years old and 88.6 per cent were less than 30 years old. This seemed to indicate that high school coaching is a young man's game.

The median time spent coaching football after school was thirty-one school days of seven, forty-five minute periods each. Many coaches had to coach girls' athletics which Bohn felt should be directed by women. School administrators concurred in the opinion that the coach should be selected with great care, then given full authority over the boys.

Following along the same line but taking a larger scope, Albaugh,[5] in 1934, at the University of Michigan studied coaches in the North Central Association schools of Michigan and found that the amount of educational training increased with the size of the school system from a mean of 3.54 years for the smaller schools to 4.36 years for the

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[5] James J. Albaugh, "The Status of Interscholastic Athletic Coaches in the North Central Association Public High Schools of Michigan, 1933-1934," (unpublished Master's thesis, University of Michigan Library), 46 pp.

larger institutions.

He also found that 23.3 per cent of the 246 coaches had attended college for a mean of 3.83 years, the institutions giving this training being predominantly non-public supported colleges with church affiliations within the state of Michigan.

There were 14.6 per cent of the coaches who had life certificates without degrees while 11.0 per cent had a Master's Degree.

The mean number of semester hours of courses in education was 26.73 with a range of 15 to 60 with the coaches in the larger schools having more semester hours than those coaching in the smaller systems.

When teaching programs were studied, it was found that 54 per cent were teaching their academic majors, 11.3 per cent were teaching their minors, 27.6 were teaching both their majors and minors, while 17.0 per cent were teaching neither their major nor minor academic subjects.

That part of the study relative to experience and tenure of athletic coaches showed that the mean experience was 7.4 years. The range of tenure was from one to twenty years, the extent of tenure increasing for the larger schools.

The ages of the athletic coaches ranged from twenty-four to fifty-six years, the mean being 31.4 years. Since the average coach was in his thirty-second year, it is not

larger institutions.

The mean round was 25.3 per cent of the students who had attended college for a period of four years, the figures giving this results being provided by all non-sectarian supported colleges with courses utilizing at least 120 hours of laboratory.

There were 14.8 per cent of the students who had certificates without degrees while 11.2 were candidates for master's degrees.

The mean number of semester hours of courses in education was 25.75 with a range of 12 to 40 hours. In the larger schools having more complex courses there was covering in the smaller systems.

When teaching programs were studied, it was found that 84 per cent were teaching their college majors, 41.2 per cent were teaching their minors, 27.6 were teaching their major and minors, while 17.2 per cent were teaching outside their major nor minor academic subjects.

That part of the study relative to departments and teams of athletic coaches showed that the median number was 7.6 years. The range of tenure was from one to 34.5 years. The extent of coaches teaching outside the athletic sphere, the extent of coaches teaching outside the athletic sphere.

The ages of the athletic coaches varied from 25 to 67 years, the median being 41.1 years. The average point was in the thirty-second year.

surprising to find that 77.2 per cent of them were married and that only 2.0 per cent of those over 30 years were single.

MacIntosh[6] of the Northern Arizona State Teachers College made a study in 1935 to help Arizona teacher-training institutions in the guidance of men interested in coaching as a profession. He learned that the average high school coach received less than $2000 for more than 50 hours work per week during the school year and that he augmented this salary usually by officiating at athletic games to the sum of from $15 to $300 during the year. Coaches in Arizona high schools had had approximately seven years experience and had begun their coaching work at the age of 23 years. On an average they had held only two positions and thirty-one of the total of fifty-three were in their first positions as athletic coaches.

The studies which have been summarized have considered certain factors with which the present study deals, hence, they offer a comparison with the findings of this investigation.

## SOURCE OF DATA

The data used in this study were secured from a

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[6] Mark MacIntosh, "Survey of Arizona High School Coaches," Physical Education Health and Recreation Digest, Volume II, November 1935, pp. 47-48.

questionnaire sent to the coaches whose schools were members of the New Mexico Athletic Association during the year 1935-1936. There were at that time 114 member schools. From these schools eighty-one replies were received, 71 per cent of the total. A copy of the questionnaire appears in the appendix. The classification of high schools was made according to the enrollment in each school as given on the inquiry blank.

## PROCEDURE

The coaches of athletics were classified according to the high schools in which they coach and these were arbitrarily divided into three groups, viz.: Group I, enrollment less than 75 pupils; Group II, enrollment of 75 to 154 pupils inclusive; Group III, enrollment of 155 pupils and over.

TABLE I

DISTRIBUTION OF COACHES ACCORDING TO THE ENROLLMENT OF THE HIGH SCHOOLS IN WHICH THEY COACH

| Group | Enrollment | No. of Schools | No. of Coaches |
|---|---|---|---|
| I | 74 and under | 30 | 30 |
| II | 75 to 154 | 27 | 27 |
| III | 155 and over | 24 | 24 |
| Totals | | 81 | 81 |

The term "athletic coach" as used in this investigation includes any man who is coach of one or more branches of interscholastic athletics, regardless of whether he has other duties or not.

The general plan to be followed in this study will be to present the original data in the form of tables, followed by an analysis and a discussion of each; the aim being to present the facts in a readable and accessible manner.

The purpose of this investigation is to show the status of athletic coaches and coaching in the state of New Mexico. It should allow school administrators to compare their systems with other schools of the same size and coaches to gain a knowledge of what other men in the field are doing. This study might also lend itself to a comparison with the status of coaches and coaching in other states.

## CHAPTER II

## GENERAL INFORMATION

The purpose of this chapter is to present general information about coaches in schools belonging to the New Mexico Athletic Association during the school year 1935-1936. Data regarding the age, marital status, residence in New Mexico and status of coaches as property owners in New Mexico furnish in this chapter a background of the professional aspects of the status of coaches.

### THE AGE OF ATHLETIC COACHES

The coaches in New Mexico high schools belonging to the Athletic Association range in age from twenty-three to forty-five years. Five coaches were found who were only twenty-three years old--four in Group I and one in Group III. The youngest coach in Group II was twenty-four. (see Table II)

The mean age for the total group is 30.5 years. The average coach in Group I is 28.4 years of age; 30.2 years of age in Group II; and in Group III 31.2 years of age. The oldest coach in each of the three groups is forty-five, forty-two and thirty-nine respectively. The fact that the mean ages increase from Group I through Group III substanti-

TABLE II

THE AGE OF ATHLETIC COACHES

| Age in Years | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 45-46 | 1 | | | 1 |
| 43-44 | | | | |
| 41-42 | | 1 | | 1 |
| 39-40 | 1 | | 1 | 2 |
| 37-38 | | | 1 | 1 |
| 35-36 | 1 | 3 | 3 | 7 |
| 33-34 | 1 | 3 | 3 | 7 |
| 31-32 | 3 | 6 | 6 | 15 |
| 29-30 | 3 | 4 | 3 | 10 |
| 27-28 | 10 | 4 | 5 | 19 |
| 25-26 | 3 | 4 | 1 | 8 |
| 23-24 | 7 | 2 | 1 | 10 |
| Totals | 30 | 27 | 24 | 81 |
| Mean Age | 28.4 | 30.2 | 31.2 | 30.5 |

ates the belief that larger schools employ coaches of greater experience.

## THE MARITAL STATUS OF ATHLETIC COACHES

In view of the fact that the average coach is past 30 years of age it is not surprising to find that sixty-one coaches or 75.3 per cent are married, as compared with twenty or 24.7 per cent who are unmarried. Only one coach over 30 years of age was found to be single which leads to the assumption that most coaches who are now single will undoubtedly marry before they become thirty years of age.

TABLE III

MARITAL STATUS OF ATHLETIC COACHES

| Status of Coaches | Group I No. | Group I % | Group II No. | Group II % | Group III No. | Group III % | Total No. | Total % |
|---|---|---|---|---|---|---|---|---|
| Married | 19 | 63.3 | 20 | 74.1 | 22 | 91.7 | 61 | 75.3 |
| Single | 11 | 36.7 | 7 | 25.9 | 2 | 8.3 | 20 | 24.7 |
| Totals | 30 | | 27 | | 24 | | 81 | |

By groups, the percentage of those coaches who are married is 63.3 in Group I; 74.1 in Group II; and 91.7 in Group III.

## RESIDENCE IN NEW MEXICO

Questions relative to place of birth and years of residence in the state elicit the information that the typical coach has resided in New Mexico for 13.8 years. Only seventeen or 21.0 per cent were born in this state. This small number could be expected since New Mexico is relatively a young state and the population has increased from 195,310 persons to 423,317 persons during the past thirty years which is the mean age of the average coach.[1]

## AGE IN COMPARISON WITH OTHER TEACHERS

In a similar study carried on in Ohio, Bohn found that 40.3 per cent of the coaches there were less than 25 years of age.[2] The average coach in New Mexico is just past 30 years of age. Thus the coaches in New Mexico are not young men but the answers to the question, "In comparison with the other teachers of our high school, I am about the same age as the older group; the average group; the younger group," show that of the coaches who answered 45.6 per cent were in the younger group; 38.2 per cent in the average group; while only 16.2 per cent were in the older group. Almost half of the high

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[1] The World Almanac and Book of Facts for 1937, published by New York World Telegram, p. 242.

[2] Bohn, loc. cit.

schools of the state association have coaches who class themselves with the younger teachers in their schools.

TABLE IV

AGE GROUPS WITH WHICH COACHES IDENTIFY THEMSELVES

| Age Groups | Group I | | Group II | | Group III | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Older | 4 | 13.3 | 6 | 22.2 | 3 | 12.5 | 13 | 16.2 |
| Average | 11 | 36.6 | 11 | 40.7 | 9 | 37.5 | 31 | 38.2 |
| Younger | 15 | 50.1 | 10 | 37.1 | 12 | 50.0 | 37 | 45.6 |
| Totals | 30 | | 27 | | 24 | | 81 | |

COACHES AS PROPERTY OWNERS IN NEW MEXICO

Of the 81 athletic coaches who contributed to this study only 27.7 per cent are property owners. One-half of the twenty who reported themselves as owning property are in Group I which takes in the smaller schools. Owners of real estate are found in the groups as follows: Group I, ten coaches or 33.3 per cent of the total of that group; Group II, seven coaches or 25.9 per cent; Group III, three coaches or 12.5 per cent. The fact that Group I includes more property owners than the other groups may be explained in part by the fact that small towns usually have fewer apartments which are

available for rent, a condition which makes it necessary for the head of the family to buy property in order to find a place to live. On the other hand, coaches in Group I do not buy property in the community where they coach because they are more secure in their tenure for, as will be shown later, they do not feel themselves as secure as members of other groups.

TABLE V

COACHES AS PROPERTY OWNERS IN NEW MEXICO

| Status | Group I | | Group II | | Group III | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Property Owner | 10 | 33.3 | 7 | 25.9 | 3 | 12.5 | 20 | 24.6 |
| Not Property Owner | 20 | 66.7 | 20 | 74.1 | 21 | 87.5 | 61 | 75.4 |
| Totals | 30 | | 27 | | 24 | | 81 | |

SUMMARY OF FINDINGS

This part of the study reveals the following general information about athletic coaches in the high schools of New Mexico belonging to the state association:

1. The ages of athletic coaches range from twenty-three to forty-five years and the mean age is 30.5.

2. The mean ages of the coaches in Groups I, II, and III are respectively: 28.4, 30.2, and 31.2.

3. Sixty-one coaches, or 75.3 per cent, are married, while twenty or 24.7 are single. Only one coach over thirty was reported as single.

4. Only seventeen coaches are native New Mexicans.

5. The average coach is younger or about the same age as other teachers in his school.

6. Only twenty coaches, or 24.6 per cent, own real estate in New Mexico. One-half of the property owners are employed in the smaller schools.

## CHAPTER III

## EDUCATIONAL TRAINING AND ATHLETIC PARTICIPATION OF COACHES

The purpose of this chapter is to determine the nature of the educational training and athletic participation of coaches in the member schools of the New Mexico Athletic Association. To this end the information is presented from several viewpoints: (1) academic degrees earned by coaches; (2) major and minor subjects taken by coaches; (3) hours of training in New Mexico institutions; (4) courses taken in physical education and athletic coaching; (5) types of teaching certificates held by coaches; (6) athletic teams of which coaches were members in high school and college.

For convenience in presentation, these data will be given in form of tables as far as possible. The first table shows where coaches have obtained their college training. It will be noted that the University of New Mexico and the State Teachers Colleges have their graduates as coaches in fourteen and fifteen schools respectively, which is a percentage of 17.3 and 18.5. The State College has five graduates or a percentage of 6.2. The denominational colleges of New Mexico (none of which is operating at this time) have three graduates or a percentage of 3.7 of the total coaches in the state association.

Graduates of the University of New Mexico are employed as coaches in 10 per cent of the schools in Group I, 18.5 per cent of the schools in Group II and 25 per cent of the schools in Group III. Graduates of the Teachers Colleges of New Mexico are employed as coaches in 30.0 per cent of the schools in Group I, 14.9 per cent of the schools in Group II and 8.2 per cent of the schools in Group III. Graduates of the State College of New Mexico are employed as coaches in 10 per cent of the schools in Group I, 3.6 per cent of the schools in Group II and 4.2 per cent of the schools in Group III. This indicates that the larger schools employ more coaches from the University of New Mexico than the combined Teachers Colleges and State College.

Of the other types of schools studied it is noted that State Teachers Colleges outside of New Mexico and the denominational colleges outside the state have an equal number of graduate coaches. The percentage for these two groups is 13.6. (see Table VI)

Table VII shows the number of athletic coaches who have received their masters degrees and the institutions from which they obtained them. The total number is five, or 6.1 per cent, of all coaches who reported from the schools of the state association.

Although only 6.1 per cent of the coaches have

TABLE VI

DISTRIBUTION OF COACHES WHO HAVE THE BACHELORS DEGREE ACCORDING TO INSTITUTION GRANTING THE DEGREE

| School | Group I | | Group II | | Group III | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| University of New Mexico | 3 | 10.0 | 5 | 18.5 | 6 | 25.0 | 14 | 17.3 |
| N. Mex. State Teachers | 9 | 30.0 | 4 | 14.9 | 2 | 8.2 | 15 | 18.5 |
| N. Mex. State College | 3 | 10.0 | 1 | 3.6 | 1 | 4.2 | 5 | 6.2 |
| Church Schools of N. Mex. | 3 | 10.0 | 0 | 00.0 | 0 | 00.0 | 3 | 3.7 |
| Other State Universities | 2 | 6.7 | 4 | 14.9 | 1 | 4.2 | 7 | 8.6 |
| Other State Colleges | 0 | 00.0 | 3 | 11.2 | 1 | 4.2 | 4 | 4.93 |
| Other State Teacher Coll. | 3 | 10.0 | 5 | 18.5 | 3 | 12.5 | 11 | 13.6 |
| Other Church Schools | 3 | 10.0 | 2 | 7.4 | 6 | 25.0 | 11 | 13.6 |
| Other Colleges or Universities | 2 | 6.6 | 1 | 3.6 | 1 | 4.2 | 4 | 4.93 |
| No Degrees | 2 | 6.7 | 2 | 7.4 | 3 | 12.5 | 7 | 8.6 |
| Totals | 30 | | 27 | | 24 | | 81 | |

TABLE VII

DISTRIBUTION OF COACHES WHO HAVE THE MASTERS DEGREE ACCORDING TO INSTITUTION GRANTING THE DEGREE

| School | Group I No. | Group I % | Group II No. | Group II % | Group III No. | Group III % | Total No. | Total % |
|---|---|---|---|---|---|---|---|---|
| University of New Mexico | 0 | 00.0 | 2 | 7.4 | 0 | 00.0 | 2 | 2.4 |
| Other State Universities | 1 | 3.33 | | | | | 1 | 1.2 |
| Other State Teachers Coll. | 1 | 3.33 | | | 1 | 14.1 | 2 | 2.4 |
| Totals | 2 | | 2 | | 1 | | 5 | |

completed their masters degree, Table VIII indicates that more than one-half the total number are interested in gaining this degree.

The mean number of semester hours that coaches of the New Mexico High School Athletic Association have toward a masters degree is 14.02. By groups the means are: Group I, 15.76; Group II, 12.5; and Group III, 14.33. Taking 30 hours of graduate work as necessary to receive a masters degree, this would show that the typical coach in the New Mexico Athletic Association is almost half through with his courses for a masters degree.

TEACHERS CERTIFICATES HELD BY COACHES

Five year high school teaching certificates are held

TABLE VIII

GRADUATE HOURS EARNED BY COACHES WHO ARE WORKING ON A MASTERS DEGREE

| Hours | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 32.5-37.5 | | 1 | | 1 |
| 27.5-32.5 | 4 | | 2 | 6 |
| 22.5-27.5 | 1 | | | 1 |
| 17.5-22.5 | | 2 | 1 | 3 |
| 12.5-17.5 | | 3 | 4 | 7 |
| 7.5-12.5 | 4 | 9 | 7 | 20 |
| 2.5- 7.5 | 4 | 3 | 1 | 8 |
| Total Reported | 13 | 18 | 15 | 46 |
| Number of Cases | 30 | 27 | 24 | 81 |
| Mean Hours of Graduate Work | 15.76 | 12.5 | 14.33 | 14.02 |

by 55.1 per cent of all coaches in the Association and 25.6 per cent have Life Certificates. A larger percentage of coaches in Groups I and III have certificates than those in Group II. This may not mean that the coaches of Group II are not as well prepared as those in Groups I and III because Table X will show that coaches in Group II do not have as many hours in education courses in New Mexico institutions as the others, and this is a governing factor in granting certificates. Table IX shows the distribution of coaches by teaching certificates.

Eighty-six and two-tenths per cent of the coaches in Group I have either a Five Year or a Life Certificate; 70.4 per cent of Group II have a Five Year or a Life Certificate; and 86.4 per cent of Group III have a Five Year or a Life Certificate. There are only three coaches who have a Three Year High School Certificate and the same number have Special Certificates.

## TRAINING IN NEW MEXICO INSTITUTIONS

All coaches reported their hours of work in education, physical education and graduate work in New Mexico institutions. These hours were sometimes given in term hours but have been changed into semester hours for the final analysis. Graduate hours range from 3 to 34 hours with a mean of 14.07.

TABLE IX

TYPES OF CERTIFICATES HELD BY COACHES

| Type of Certificate | Group I No. | Group I % | Group II No. | Group II % | Group III No. | Group III % | Total No. | Total % |
|---|---|---|---|---|---|---|---|---|
| Life | 6 | 20.7 | 6 | 22.2 | 8 | 36.4 | 20 | 25.6 |
| 5 Year H. S. | 19 | 65.5 | 13 | 48.2 | 11 | 50.0 | 43 | 55.1 |
| 3 Year H. S. | 2 | 6.9 | | | 1 | 4.5 | 3 | 3.8 |
| 1 Year H. S. | | | 1 | 3.7 | | | 1 | 1.3 |
| 3 Year Prof. | 1 | 3.4 | 1 | 3.7 | 1 | 4.5 | 3 | 3.8 |
| 2 Year Elem. | | | 2 | 7.4 | | | 2 | 2.6 |
| 1 Year Temp. | 1 | 3.4 | 1 | 3.7 | | | 2 | 2.6 |
| Provisional | | | 1 | 3.7 | | | 1 | 1.3 |
| Special | | | 2 | 7.4 | 1 | 4.5 | 3 | 3.8 |
| Totals | 29 | | 27 | | 22 | | 78 | |

TABLE X

TOTAL SEMESTER HOURS IN GRADUATE WORK, EDUCATION, AND PHYSICAL EDUCATION IN NEW MEXICO INSTITUTIONS

| Total Hours | Group I | | | Group II | | | Group III | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grad. | Educ. | Phys. Ed. | Grad. | Educ. | Phys. Ed. | Grad. | Educ. | Phys. Ed. | Grad. | Educ. | Phys. Ed. |
| 37.5-42.5 | | 1 | | | 1 | | | | | 0 | 2 | 0 |
| 32.5-37.5 | | 1 | | 1 | | 1 | 1 | | 1 | 2 | 1 | 2 |
| 27.5-32.5 | | 1 | 1 | 1 | | 1 | | 2 | | 1 | 3 | 2 |
| 22.5-27.5 | 1 | 1 | 1 | | | | | | | 1 | 1 | 1 |
| 17.5-22.5 | | 7 | 1 | 1 | 5 | 2 | 3 | 5 | | 4 | 17 | 3 |
| 12.5-17.5 | | 6 | 4 | 2 | 5 | 1 | 1 | 2 | | 3 | 13 | 5 |
| 7.5-12.5 | 3 | 7 | 3 | 5 | 3 | 6 | 2 | 4 | 4 | 10 | 14 | 13 |
| 2.5- 7.5 | | 2 | 10 | 6 | 3 | 6 | | | 2 | 6 | 5 | 18 |
| Totals | | 30 | | | 27 | | | 24 | | | 81 | |

MEAN HOURS

| | Grad. | Educ. | Phys. Educ. |
|---|---|---|---|
| Group I | 13.75 | 17.31 | 10.75 |
| Group II | 12.19 | 15.29 | 17.65 |
| Group III | 18.55 | 17.65 | 12.15 |
| Total | 14.07 | 16.05 | 12.84 |

Education varies from 2 to 42.5 hours and the mean for the whole group is 16.05. Physical education shows a range of from 2 to 36 hours with a mean of 12.84. There is an indication that the larger school coaches being older and with longer tenure have attended New Mexico schools during summer sessions more often than those in the other groups since in total hours of graduate work taken they have the smallest mean hours, although they rank highest in hours in New Mexico institutions.

## MAJORS AND MINORS IN PHYSICAL EDUCATION

Table XI presents information dealing with coaches' majors and minors. This table shows that fourteen, or a percentage of 17.3 coaches, have a major in physical education and sixteen coaches, a percentage of 19.8, have a minor in physical education. This leaves fifty-one men, or a percentage of 62.9, with neither a major nor a minor in physical education. This fact is significant for the institutions of higher learning in planning their program for future coaches and teachers of physical education as school authorities are becoming more interested in athletics and physical education for all their students. It would appear that the program should be increased in the colleges and universities so that the student in the school of education

would have a few courses in physical education and athletic training as many of them will be called upon to help in this field of teaching.

TABLE XI

DISTRIBUTION OF COACHES BY THEIR MAJORS AND MINORS IN PHYSICAL EDUCATION

| Status | Group I | | Group II | | Group III | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Major in Phys. Educ. | 5 | 16.6 | 7 | 25.9 | 2 | 8.4 | 14 | 17.3 |
| Minors in Phys. Educ. | 7 | 23.4 | 4 | 14.9 | 5 | 20.8 | 16 | 19.8 |
| Neither Maj.-Minor | 18 | 60.0 | 16 | 59.2 | 17 | 70.8 | 51 | 62.9 |
| Totals | 30 | | 27 | | 24 | | 81 | |

COURSES TAKEN BY COACHES IN COACHING ATHLETICS AND PHYSICAL EDUCATION

The paragraph above might indicate that coaches in the member schools of the New Mexico Athletic Association have had little preparation for their positions. New Mexico, like other states, has been interested more in athletic teams and not so much in athletics for the whole group. The effect of this chief interest in teams is seen in the fact that more coaches have had training in "coaching" than in any other phase. Titles of certain courses were printed in the ques-

tionnaire but space was given to write in other courses to elicit the information condensed in the table. This table then should represent all types of work which coaches might have had. Since the number of hours taken was small, the result is given in averages. Following are some of the courses with the number of coaches and average number of hours taken: (1) Required Physical Education--39 coaches--average hours 7.89; (2) Coaching Athletics--62 coaches--average hours 7.6; (3) Organization of Physical Education--35 coaches--average hours 3.32; (4) Organization of Athletics--28 coaches--average hours 2.85; (5) Organization of Intramurals--22 coaches--average hours 2.65; (6) Physiology--30 coaches--average hours--3.78. Some of the coaches in New Mexico seem to be lacking in the courses which are fundamental in physical education and which most schools require for a major or minor. These are as follows: (1) Corrective Gymnastics--19 coaches--average hours 4.26; (2) Anatomy--14 coaches--average hours 4.03; (3) First Aid--21 coaches--average hours 2.04; (4) Scouting--12 coaches--average hours--2.58; (5) Health Education--1 coach--average hours--3.00. So-called minor sports such as boxing, wrestling, tennis, archery, and swimming seem also to have been neglected. (see Table XII)

TABLE XII

COURSE IN COACHING AND PHYSICAL EDUCATION TAKEN BY COACHES

| Course | Group I | | | Group II | | | Group III | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of Coaches | Tot. Hrs. | Aver. per Coach | No. of C. | Tot. Hrs. | Aver. per Coach | No. of C. | Tot. Hrs. | Aver. per Coach | No. of C. | Tot. Hrs. | Aver. per Coach |
| Required Phys. Educ. | 16 | 91.5 | 5.71 | 18 | 13.3 | 7.38 | 15 | 83.5 | 5.56 | 39 | 30.8 | 7.89 |
| Anthropometry | 2 | 4.5 | 2.25 | 2 | 6 | 3 | 2 | 3 | 1.5 | 6 | 13.5 | 2.25 |
| Corrective Gymnastics | 6 | 13 | 2.16 | 5 | 13 | 2.6 | 8 | 55 | 6.12 | 19 | 81 | 4.26 |
| Coaching Athletics | 20 | 102.5 | 5.12 | 22 | 170.5 | 7.75 | 20 | 198.5 | 9.92 | 62 | 471.5 | 7.60 |
| Apparatus | 3 | 8.5 | 2.83 | 5 | 16 | 3.2 | 4 | 15 | 3.75 | 12 | 39.5 | 3.29 |
| Military Science | 6 | 22.5 | 3.75 | 7 | 56 | 8 | 6 | 21.5 | 3.58 | 19 | 100 | 5.29 |
| Physiology | 8 | 22.5 | 2.81 | 15 | 43 | 2.86 | 7 | 48 | 6.85 | 30 | 113.5 | 3.78 |
| Anatomy | 3 | 12 | 4 | 6 | 29 | 4.83 | 5 | 15.5 | 3.1 | 14 | 56.5 | 4.03 |
| Organiza. of Phys. Educ. | 7 | 27.5 | 3.92 | 15 | 38.5 | 2.56 | 13 | 50.5 | 3.11 | 35 | 116.5 | 3.32 |
| Organization Athletics | 5 | 11 | 2.2 | 10 | 22.5 | 2.25 | 13 | 46.5 | 3.5 | 28 | 80 | 2.85 |
| Organization Intramurals | 3 | 7 | 2.33 | 8 | 16 | 2 | 11 | 35.5 | 3.22 | 22 | 58.5 | 2.65 |
| History Phys. Educ. | 5 | 11.5 | 2.3 | 8 | 18 | 2.25 | 11 | 37.5 | 3.4 | 24 | 67 | 2.79 |
| First Aid | 6 | 9 | 1.5 | 7 | 12.5 | 1.78 | 8 | 21.5 | 2.68 | 21 | 43 | 2.04 |

TABLE XII (continued)

COURSE IN COACHING AND PHYSICAL EDUCATION TAKEN BY COACHES

| Course | Group I | | | Group II | | | Group III | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of Coaches | Tot. Hrs. | Aver. per Coach | No. of C. | Tot. Hrs. | Aver. per Coach | No. of C. | Tot. Hrs. | Aver. per Coach | No. of C. | Tot. Hrs. | Aver. per Coach |
| Swimming | 5 | 10 | 2 | 6 | 10.5 | 1.75 | 5 | 9.5 | 1.9 | 16 | 30 | 1.87 |
| Boxing | 4 | 6.5 | 1.62 | 7 | 12.5 | 1.75 | 4 | 8 | 2 | 15 | 27 | 1.8 |
| Wrestling | 2 | 2.5 | 1.25 | 5 | 8.5 | 1.7 | 2 | 4 | 2 | 9 | 15 | 1.66 |
| Clubs and Wands | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 3 | 5 | 1.66 |
| Woodcraft | | | | 1 | 4 | 4 | | | | 1 | 4 | 4 |
| Scouting | 3 | 6 | 2 | 4 | 14.5 | 3.62 | 5 | 10.5 | 2.1 | 12 | 31 | 2.58 |
| Archery | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 |
| Officiating | 1 | 2 | 2 | | | | | | | 1 | 2 | 2 |
| Extra-curricular Organ. | 1 | 1 | 1 | | | | | | | 1 | 1 | 1 |
| Health Educ. | 1 | 3 | 3 | | | | | | | 1 | 3 | 3 |
| Educ. Hygiene | | | | 1 | 2 | 2 | | | | 1 | 2 | 2 |
| Kinesiology | | | | 1 | 2 | 2 | | | | 1 | 2 | 2 |
| Minor Sports | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 |
| Tumbling | | | | 1 | 5 | 5 | | | | 1 | 5 | 5 |

## SUMMER COACHING SCHOOLS

During the past few years many colleges and universities have instituted schools designed for the athletic coach. These schools are held from a few days to several weeks. Coaches of national reputation are usually employed and a general course in coaching and physical education is offered for which college credit is given. In the questionnaire, coaches were asked not only how many such schools they had attended but also their reasons for attendance. Table XIII shows that forty-seven of the coaches in New Mexico belonging to the state association have attended such schools. Fifteen, or 18.5 per cent of all the coaches, have attended three or more schools and thirty-two, or 39.6 per cent, have attended one or more. This no doubt accounts for the larger number of hours in coaching athletics than any other course shown in Table XII, pages 27 and 28.

TABLE XIII

SUMMER COACHING SCHOOLS ATTENDED

| Attendance | Group I | | Group II | | Group III | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Three or More Coaching Schools | 3 | 10.0 | 4 | 14.8 | 8 | 33.3 | 15 | 18.5 |
| One or Two Coaching Schools | 11 | 36.6 | 14 | 51.8 | 7 | 29.2 | 32 | 39.6 |
| No Coaching Schools | 16 | 53.4 | 9 | 33.4 | 9 | 37.5 | 34 | 41.9 |
| Total | 30 | | 27 | | 24 | | 81 | |

TABLE XIV

REASONS FOR ATTENDANCE AT SUMMER COACHING SCHOOLS

| Reasons | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| To learn Fundamentals of Sports | 8 | 12 | 11 | 31 |
| To learn a System as Warner-Rockne-Allen-Meanwell | 9 | 13 | 13 | 35 |
| To raise Certification | 0 | 1 | 5 | 6 |
| To meet other Coaches | 5 | 8 | 9 | 22 |
| To Increase Salary | 0 | 3 | 1 | 4 |
| To obtain College Credit | 1 | 1 | 0 | 2 |
| To meet Requirements of School Board | 1 | 7 | 0 | 8 |
| For Recreation | 3 | 5 | 3 | 11 |

Table XIV answers the question, "Your reasons for having attended summer coaching schools." Each coach was asked to make a choice of three statements and in some cases here and elsewhere marked only one. This fact accounts for seeming discrepancies in percentages and incomplete answers. Three of the reasons following the questions in Table XIV were marked often enough to merit consideration, namely: (1) to familiarize self with some particular system of athletics; (2) to learn fundamentals of sports; (3) to meet other coaches. So much importance has been put on different systems of athletics by the public during the past few years that it is not surprising that many coaches go to summer schools to learn about the Warner and Rockne type of football. In like manner Allen and Meanwell have become famous through their winning basketball, which has made coaches desirous to know their methods. Table XIV shows on the other hand that coaches as a rule do not go to coaching schools for recreation, to obtain credit or to gain an increase in salary.

In order to still further determine what factors in their preparation coaches think most valuable to them, Table XV is included.

From their answers it is found that experience as a player, experience as a coach, observation of athletics, and courses in athletic coaching seem to them to be most valuable in the above order. Since all have coached athletics for at

TABLE XV

FACTORS IN PREPARATION CONSIDERED VALUABLE TO ATHLETIC COACHES

| Factors | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Courses in Psychology | 6 | 4 | 2 | 12 |
| Courses in Teach. Methods | 2 | 3 | 2 | 7 |
| Courses in Athletic Coaching | 8 | 13 | 10 | 31 |
| Experience as a Player | 22 | 18 | 19 | 59 |
| Experience as a Coach | 14 | 19 | 19 | 52 |
| Observation of Athletics | 14 | 9 | 10 | 33 |
| Books on Athletics | 6 | 8 | 3 | 17 |
| Contacts with Other Coaches | 4 | 4 | 4 | 12 |
| Totals | 27 | 27 | 24 | 78 |

least one year and all were members of either a varsity team, reserve or class team in high school or college, the first two factors should be an indication of their importance. The remaining two factors most often checked show that coaches learn from seeing college games, tournaments and from pictures of athletics. Also courses seem important as 18.5 per cent of all coaches have attended three or more coaching schools as was shown in Table XIII, page 29. Courses in methods of teaching, in psychology, and books on athletics seemed relatively unimportant to participants in this survey.

ATHLETIC RECORD IN HIGH SCHOOL AND COLLEGE

The fact that men have not been members of varsity teams in high school or college should not prevent them from being coaches. It is found, however, that only a small per cent of the New Mexico coaches have not been members of at least one varsity or first team in high school or college. By groups these are: Group I, 26.7 per cent in high school --23.4 per cent in college; Group II, 14.8 per cent in high school--18.6 per cent in college; Group III, 12.5 per cent in high school--8.4 per cent in college.

In Group I, 3.3 per cent in high school were members of five or more first teams. In Group II, 11.1 per cent were members of five or more first teams in high school and 7.4 in college. Group III has only one man who was a member of five

TABLE XVI

ATHLETIC RECORD OF COACHES IN HIGH SCHOOL AND COLLEGE

| No. of Teams | Record in High School: RESERVE Group I No. | Group I % | Group II No. | Group II % | Group III No. | Group III % | FIRST TEAM Group I No. | Group I % | Group II No. | Group II % | Group III No. | Group III % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 or More | 1 | 3.3 | 2 | 7.4 | 2 | 8.4 | 1 | 3.3 | 3 | 11.1 | 0 | 00.0 |
| 3 or 4 | 8 | 26.7 | 9 | 33.3 | 5 | 20.8 | 12 | 40.0 | 15 | 55.5 | 16 | 66.7 |
| 1 or 2 | 8 | 26.7 | 5 | 18.6 | 4 | 16.6 | 9 | 30.0 | 5 | 18.6 | 5 | 20.8 |
| None | 13 | 43.3 | 11 | 40.7 | 13 | 54.2 | 8 | 26.7 | 4 | 14.8 | 3 | 12.5 |
| Totals | 30 | | 27 | | 24 | | 30 | | 27 | | 24 | |

| | Record in College: CLASS TEAMS Group I No. | % | Group II No. | % | Group III No. | % | RESERVE Group I No. | % | Group II No. | % | Group III No. | % | VARSITY Group I No. | % | Group II No. | % | Group III No. | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 or More | 2 | 6.7 | 1 | 3.7 | 1 | 4.1 | 1 | 3.3 | 1 | 3.7 | 1 | 4.1 | 0 | 0.0 | 2 | 7.4 | 1 | 4.1 |
| 3 or 4 | 3 | 10.0 | 5 | 18.6 | 3 | 12.5 | 1 | 3.3 | 0 | 0.0 | 0 | 0.0 | 12 | 40.0 | 12 | 44.4 | 10 | 41.6 |
| 1 or 2 | 8 | 26.7 | 1 | 3.7 | 5 | 20.8 | 10 | 33.3 | 8 | 29.6 | 7 | 29.2 | 11 | 36.6 | 8 | 29.6 | 11 | 45.9 |
| None | 17 | 56.6 | 20 | 74.0 | 15 | 62.6 | 18 | 60.0 | 18 | 66.7 | 16 | 66.7 | 7 | 23.4 | 5 | 18.6 | 2 | 8.4 |
| Tot. | 30 | | 27 | | 24 | | 30 | | 27 | | 24 | | 30 | | 27 | | 24 | |

varsity teams in college.

Table XVI also points out that in Group I twelve coaches were members of three or four teams in high school and the same number in college. Group II had fifteen coaches who were members of three or four teams in high school but only twelve of them made that many teams in college. In Group III there were sixteen who made the first team in high school but this number dropped to ten in college.

Of all the coaches in Group I, 40 per cent made three or four teams in college. Forty-four and four-tenths per cent of the coaches in Group II made three or four teams in college and in Group III, 41.6 per cent made the same number of teams. This indicates that most college athletes specialize in fewer sports, and thus lessen their knowledge of the fundamentals of all sports which they must coach. This may in part account for the large number who have attended coaching schools.

Table XVII shows that of the so-called major sports which are usually found in schools, basketball and baseball have interested the largest number of coaches who play after they finish college. Sixty coaches or approximately 75 per cent of the total number have participated in basketball after they left school, while fifty-one or approximately 63 per cent have played on some kind of a basketball team. Football interested thirty-three or 40 per cent of the coaches.

TABLE XVII

ATHLETIC PARTICIPATION OF COACHES PAST SCHOOL YEARS

| Sports | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Football | 6 | 13 | 14 | 33 |
| Basketball | 22 | 20 | 18 | 60 |
| Track | 2 | 5 | 5 | 12 |
| Baseball | 18 | 18 | 15 | 51 |
| Wrestling | 2 | 2 | 3 | 7 |
| Boxing | 3 | 3 | 5 | 11 |

PROFESSIONAL STATUS OF NEW MEXICO COACHES

| Status | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Professional | 1 | 11 | 10 | 22 |
| Non-profess. | 29 | 16 | 14 | 59 |
| Total | 30 | 27 | 24 | 81 |

Track, boxing and wrestling were of less importance. This table also indicates that fifty-nine or 72.9 per cent of the coaches in this inquiry have not received pay for their participation in these teams while twenty-two or 27.1 per cent were professionals.

## SUMMARY OF FINDINGS

The data presented in this chapter have pointed to the following facts concerning the educational training and athletic participation of the athletic coaches in the New Mexico Athletic Association:

1. The University of New Mexico has fourteen graduates as coaches in the schools which belong to the State Association, or a percentage of 17.28. The two State Teachers Colleges have fifteen graduate coaches, a percentage of 18.50.

2. Only five coaches, or 6.1 per cent have masters degrees, but thirty-eight others have credits toward a masters degree.

3. The mean number of semester hours that coaches have on a masters degree is 14.02. The mean for Groups I to III respectively are: 15.76, 12.5, and 14.33.

4. Coaches who attend summer coaching schools go to learn the fundamentals of sports, to learn some definite system of athletic coaching and for informal exchange of ideas with other coaches.

Track, boxing and wrestling were certainly popular sports. Data
tably also indicate that fifty-nine or 72.8 per cent of the
coaches in this survey have not received pay for their
participation in these games while twenty-two or 27.1 per
cent were professionals.

## Summary of Findings

The data presented in this chapter have furnished the following facts concerning the educational training and athletic participation of the athletic coaches in the New England Athletic Association:

1. The University of New Mexico has four been graduates as coaches in the conference which belongs to the Skyline Association, or a percentage of 17.28. The two state universities have fifteen graduate coaches, a percentage of 18.52.

2. Only five coaches, or 6.1 per cent have a master degree, but twenty-seven have received bachelor degrees.

3. The mean number of coaching hours that coaches have on a college campus is 14.02. The mode for groups I to III respectively are: 13.73, 12.8, and 14.00.

4. Coaches who attend summer coaching schools to secure the fundamentals of sports, to learn some certain system of athletic coaching and for personal enjoyment of taking with other coaches.

5. The mean number of graduate hours taken in New Mexico institutions for all coaches is 14.07. The means for the groups taken in order, I to III, are: 13.75, 12.19, and 18.55.

6. Five year high school teaching certificates are held by forty-three coaches and twenty have Life Certificates.

7. Only thirty coaches have either a major or a minor in physical education. By groups these are divided as follows: Group I twelve coaches, 39.9 per cent; Group II eleven coaches, 40.7 per cent; Group III seven coaches, 29.2 per cent.

8. Sixteen coaches have a total of 471.5 hours in athletic coaching courses. This is an average of 7.60 hours per coach.

9. Thirty-four coaches, or 41.9 per cent, have not attended summer coaching schools.

10. The percentage of coaches who did not make a first team in high school was 18.5. In college the percentage who did not make a varsity team was 17.2.

11. Basketball has been played by 75 per cent of the coaches outside of school teams and baseball by 63 per cent. Twenty-two coaches or 27.1 per cent have received pay for such competition.

5. The mean number of graduate hours taken by the coaches is 1.07. The mean for all teachers is 1.07. The mean for the groups taken in order, I to III, are 16.75, 10.15, and 10.55.

6. Five year high school teaching certificates are held by forty-three coaches and twenty have life certificates.

7. Only thirty coaches have either a major or a minor in physical education. The groups among are distributed as follows: Group I twelve coaches, 50.0 per cent; Group II eleven coaches, 50.0 per cent; Group III seven coaches, [illegible] per cent.

8. Six-man coaches have a total of 471.0 hours in athletic coaching courses. This is an average of 7.85 hours per coach.

9. Thirty-four coaches, or 56.8 per cent, have not attended summer coaching schools.

10. The percentage of coaches who had been a coach in high school was 10.0. In college the percentage had not made a vertical zero was 17.5.

11. Baseball has been played by 75 per cent of the coaches overall of school teams and marbles by 65 per cent. Twenty-two coaches or 37.1 per cent have participated in some competition.

# CHAPTER IV

## EXPERIENCE AND TENURE OF ATHLETIC COACHES

Since tenure of position and total experience are so closely related it was considered best to include them in the same chapter. The present year is taken as one year of experience and one year of tenure. The data obtained were recorded by the athletic coaches under the following heads: (1) total years of coaching experience; (2) total years in New Mexico; (3) tenure in present position; (4) tenure as compared with other teachers; (5) factors in the retention of position.

### TOTAL YEARS OF EXPERIENCE

As shown in Table Eighteen the range of experience for the combined groups extends from one year to seventeen years. One coach in Group III has completed his seventeenth year; one in Group II his fourteenth; and two in Group III their thirteenth years. Thirteen coaches, seven in Group I, three in Group II, and three in Group III have completed their first year of coaching. This is a percentage of 16.0 of the entire group.

Thirty-eight coaches, or 46.9 per cent have taught more than five years. The mean number of years of experience

TABLE XVIII

EXPERIENCE OF ATHLETIC COACHES

| Years of Experience | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 16 - 18 | | | 1 | 1 |
| 13 - 15 | | 1 | 2 | 3 |
| 10 - 12 | | 4 | 3 | 7 |
| 7 - 9 | 5 | 8 | 8 | 21 |
| 4 - 6 | 5 | 3 | 3 | 11 |
| 1 - 3 | 20 | 11 | 7 | 38 |
| Totals | 30 | 27 | 24 | 81 |
| Mean Years Experience | 3.5 | 5.87 | 7.16 | 5.36 |

acquired by the coaches as a group is 5.36. Means for Groups I, II, and III are respectively: 3.50, 5.87, and 7.16 years. Since these means show an increase of approximately two years for each group, the inference might be drawn that coaches move from the smaller schools to the larger. Only three coaches in Group III were completing their first year's work, a fact which signifies that the larger schools usually employ teachers who have had previous experience.

## TENURE IN NEW MEXICO

Coaches report a range of experience in New Mexico schools of from one to fourteen years. One coach in Group III has been in New Mexico schools for fourteen, one for thirteen, and another for twelve years. The longest period of experience in New Mexico of any coach in Group II is twelve years and in Group I eight years. The successive means of Groups I to III are: 3.02, 4.67, and 5.60. The mean for the combined groups is 4.31. (see Table XIX)

## TENURE OF COACHES IN PRESENT POSITION

A statement was made under total years of experience that possibly the larger schools in part recruited their coaches from the smaller schools. This hypothesis is supported by the fact that coaches in Group III hold their positions longer than those in the other two groups. The

TABLE XIX

TENURE OF COACHES IN NEW MEXICO

| Years of Tenure | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 16 - 18 | | | | |
| 13 - 15 | | | 2 | 2 |
| 10 - 12 | | 3 | 1 | 4 |
| 7 - 9 | 2 | 5 | 5 | 12 |
| 4 - 6 | 6 | 4 | 8 | 18 |
| 1 - 3 | 22 | 15 | 8 | 45 |
| Totals | 30 | 27 | 24 | 81 |
| Mean Years of Tenure in N. M. | 3.02 | 4.67 | 5.60 | 4.31 |

mean for all coaches of the New Mexico Athletic Association is 3.74, while for the groups taken separately they are: Group I, 2.90 years; Group II, 3.92 years; and for Group III, 4.91 years. Only three coaches in Group I have been in their positions more than five years, while six and eight in Groups II and III have been in the same position for five years. This would make a total of 21.2 per cent who have been coaching in the same place for five or more years. (see Table XX)

TENURE AS COMPARED WITH OTHER SCHOOL EMPLOYEES

The popular opinion is that a coach has difficulty in retaining his position and consequently his tenure is quite short as compared with that of other teachers. However, only seventeen coaches or 21.5 per cent think their tenure is shorter than that of other employees. Coaches in Group I, which is the small schools, are more inclined to think that their tenure is short--26.7 per cent of them think this to be the case; 19.2 per cent of Group II think their tenure short in comparison with other teachers; and 17.4 per cent of Group III think the same. These opinions are based more on what the coaches have been told than on actual experience since 55 of the 81 coaches in the association have been in their present position less than four years. Only twelve or 15.1 per cent of the total group think that their tenure is longer than other employees, which leaves 63.2 per cent who

TABLE XX

TENURE IN PRESENT POSITION

| Tenure in Years | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 16 - 18 | | | | |
| 13 - 15 | | | 2 | 2 |
| 10 - 12 | | 2 | 1 | 3 |
| 7 - 9 | 2 | 3 | 4 | 9 |
| 4 - 6 | 5 | 4 | 3 | 12 |
| 1 - 3 | 23 | 18 | 14 | 55 |
| Totals | 30 | 27 | 24 | 81 |
| Mean Years in Present Position | 2.90 | 3.92 | 4.91 | 3.74 |

believe that their position is as secure as the other teachers.

TABLE XXI

COACHES ESTIMATE OF THEIR TENURE IN COMPARISON WITH OTHER TEACHERS

| Estimate | Group I | | Group II | | Group III | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Longer | 5 | 16.7 | 5 | 19.2 | 2 | 8.7 | 12 | 15.2 |
| About the Same | 17 | 56.6 | 16 | 61.6 | 17 | 73.9 | 50 | 63.3 |
| Shorter | 8 | 26.7 | 5 | 19.2 | 4 | 17.4 | 17 | 21.5 |
| Totals | 30 | | 26 | | 23 | | 79 | |

FACTORS IN THE RETENTION OF A POSITION

To indicate what factors operate to keep a coach in his position, Table Twenty-two is entered. An analysis of this table gives the following results: forty-three of those who answered believe that general success in teaching is important; thirty-eight think that they have the same tenure as all efficient teachers; twenty-five think it necessary to produce winning teams. Evidently politics is not an important item as only fifteen marked as important "influence of board members" and "politics on the board of education."

TABLE XXII

FACTORS WHICH COACHES THINK INFLUENCE THE RETENTION OF POSITION

| Factors | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Produce Winning Teams | 8 | 9 | 8 | 25 |
| Influence on the Community | 9 | 11 | 2 | 22 |
| Same Tenure as all Efficient Teachers | 11 | 11 | 16 | 38 |
| Moral Standards Set | 5 | 10 | 7 | 22 |
| Politics on Board of Education | 5 | 2 | 4 | 11 |
| Social Position in Community | 1 | 3 | 0 | 4 |
| Personal Popularity | 4 | 9 | 5 | 18 |
| General Success in Teaching | 17 | 14 | 12 | 43 |
| General Physical Education Program | 3 | 5 | 5 | 13 |
| Influence of Some Board Member | 2 | 2 | 0 | 4 |

## SUMMARY OF FINDINGS

The data which have been considered relative to the experience and tenure of athletic coaches reveal the following facts:

1. Thirteen coaches have completed their first year of coaching, a percentage of 16.1. By groups they are divided as follows: Group I, seven coaches; Group II, three coaches; and Group III, three coaches.

2. Forty-six and nine-tenths per cent of all the coaches have taught in excess of five years.

3. The mean number of years of experience of all coaches is 5.36 years. The means of Groups I, II and III are 3.50, 5.87, and 7.16 years.

4. The range of experience of coaches in New Mexico schools is from one to fourteen years. The mean for the combined groups is 4.31.

5. The mean years in their present position of all coaches is 3.74. Twenty-one and two-tenths per cent of the coaches have been in the same position for five or more years.

6. In comparison with other school employees, 26.6 per cent of the coaches in Group I think their tenure is shorter, while 19.2 and 17.3 per cent of Groups II and III respectively think their tenure is shorter.

## CHAPTER V

## SALARIES OF ATHLETIC COACHES

It is the intention of the present chapter to present the data related to coaches' salaries for the school year of 1936. Some of the items on the questionnaire were: (1) coaches' salaries as compared to that of other school employees; (2) coaches receiving additional salary for coaching; (3) economic status of coaches as measured by their salary. In Table Twenty-three the salaries are arranged in intervals of $200.00, all units being inclusive.

Table Twenty-three presents the salary distribution of the three groups I, II, and III for the past year. The mean salary for the whole group during that time is $1411.80. As might be expected, the means increase for the groups in the order of their size as follows: $1240.00, $1477.40, and $1578.20.

In Group I, thirteen or 53.3 per cent of the coaches are being paid $1200.00 or more per year, while five, or 16.6 per cent are getting less than $1000.00. In Group II, ten coaches receive $1400.00 or more, making a percentage of 41.6 for that group, and none less than $1000.00. Group III with eleven receiving $1500.00 or more per year and none less than $1000.00 have a percentage of 47.8. The figures, $1200.00,

TABLE XXIII

DISTRIBUTION OF ATHLETIC COACHES BY SALARIES

| Annual Salary | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| $2600 - 2799 | | | 1 | 1 |
| 2400 - 2599 | | | 1 | 1 |
| 2200 - 2399 | 1 | 2 | | 3 |
| 2000 - 2199 | | | 1 | 1 |
| 1800 - 1999 | 1 | 1 | 1 | 3 |
| 1600 - 1799 | | 3 | 4 | 7 |
| 1400 - 1599 | 4 | 4 | 6 | 14 |
| 1200 - 1399 | 10 | 10 | 8 | 28 |
| 1000 - 1199 | 9 | 4 | 1 | 14 |
| 800 - 999 | 3 | | | 3 |
| 600 - 799 | 2 | | | 2 |
| Totals | 30 | 24 | 23 | 77 |
| Mean Annual Salary | $1240.00 | $1477.40 | $1578.20 | $1411.80 |

$1400.00, and $1500.00 represent the approximate salary for the three groups.

Table Twenty-four shows how schools pay their coaches and teachers. Nearly one-half, or 45.5 per cent of all coaches, are paid in 12 monthly installments, 19.7 per cent in 10 payments, and 34.1 per cent in 9 monthly payments. In Group I, 50 per cent of all the coaches are paid in 9 installments, while in Group II, 25.9 per cent, and in Group III, 25 per cent are paid in that manner.

TABLE XXIV

SALARY INSTALLMENTS

| Number of Installments | Group I No. | Group I % | Group II No. | Group II % | Group III No. | Group III % | Total No. | Total % |
|---|---|---|---|---|---|---|---|---|
| 12 Months | 9 | 30 | 15 | 55.5 | 13 | 54.2 | 37 | 45.5 |
| 10 Months | 6 | 20 | 5 | 28.6 | 5 | 20.8 | 16 | 19.8 |
| 9 Months | 15 | 50 | 7 | 25.9 | 6 | 25.0 | 28 | 34.7 |
| Totals | 30 | | 27 | | 24 | | 81 | |

SALARY STATUS AS COMPARED WITH OTHER EMPLOYEES

This part of the chapter is presented to show how coaches salaries compare with those of superintendents, principals, heads of departments and classroom teachers.

Table Twenty-five shows that few coaches receive as much salary as, or more than their superintendents, there being only two in this category. As will be shown in Table XXXIV there are two coaches who occupy the position of superintendent and coach which no doubt accounts for the above answer. Also in Table XXXIV there are twenty-three who are principal and also coach.

In Table XXV, twenty-six answered that they received about the same salary as the principal which would really leave three who are paid as much as their principal. These two comparisons should be disregarded as not furnishing accurate information. In comparison with heads of departments fifteen of all the coaches are paid more salary than heads of departments, a percentage of 19.7; thirty coaches, or 39.4 per cent are paid about the same salary; and ten, or 13.1 per cent are paid a less amount. In comparison with classroom teachers, thirty-seven, or 48.6 per cent of all the coaches receive a higher salary than the other teachers; thirty-three, or 43.4 per cent receive about the same; and only six, or 7.8 per cent receive less salary.

## COACHES PAID EXTRA FOR COACHING

Seventy-eight coaches answered this part of the inquiry and indicated that it is not a common practice to pay coaches a salary and then give them an extra amount for their

TABLE XXV

SALARY STATUS AS COMPARED WITH THAT OF OTHER SCHOOL EMPLOYEES

| Status | Group I | | | | Group II | | | | Group III | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Supt. | Prin. | Head Dept. | Teacher | Supt. | Prin. | Head Dept. | Teacher | Supt. | Prin. | Head Dept. | Teacher | Supt. | Prin. | Head Dept. | Teacher |
| Higher | | 1 | 3 | 12 | | 2 | 6 | 13 | 2 | 1 | 6 | 12 | 2 | 4 | 15 | 37 |
| About Same | 3 | 16 | 11 | 14 | 3 | 6 | 10 | 11 | 3 | 4 | 9 | 8 | 9 | 26 | 30 | 33 |
| Lower | 21 | 8 | 3 | 1 | 22 | 13 | 2 | 2 | 18 | 16 | 5 | 3 | 61 | 37 | 10 | 6 |

coaching duties as only nine are so paid. This extra salary ranges from $90.00 to $300.00 with an average of $162.22 per year.

## SUMMARY OF FINDINGS

This study reveals the following facts regarding the salaries of athletic coaches in the New Mexico High Schools belonging to the State Athletic Association during the year 1936.

1. Salaries ranged from $720.00 to $2600.00.

2. The mean salary of coaches was $1411.80 during this year. The mean salary for Group I was $1240.00; for Group II $1477.00; and for Group III $1578.20.

3. Five coaches, all in Group I received less than $1000.00.

4. The most common method of paying coaches and other teachers is by twelve monthly installments. Forty-five and five-tenths per cent of all coaches are paid in this manner and 34.1 per cent are paid in nine payments.

5. In comparison with classroom teachers, thirty-seven, or 48.6 per cent receive more salary; thirty-three, or 43.4 per cent receive about the same; and six, or 7.8 per cent receive less salary.

6. Only eleven coaches are paid an extra amount above their regular salary for their coaching duties. This amount averages $162.22 per year.

coaching duties as only nine are so paid. This salary salary ranges from $93.00 to $300.00 with an average of $187.00 per year.

## SUMMARY OF FINDINGS

This study reveals the following facts regarding the salaries of athletic coaches in the Texas Senior High Schools belonging to the State Athletic Association during the year 1936.

1. Salaries ranged from $720.00 to $2200.00.

2. The mean salary of coaches was $1411.80 during this year. The mean salary for Group I was $1740.00; for Group II $1427.00; and for Group III $1073.00.

3. Five coaches, all in Group I received less than $1200.00.

4. The most common method of paying coaches and other teachers is by twelve monthly installments. Forty-five and five-tenths per cent of all coaches are paid in this manner and 36.1 per cent are paid in nine payments.

5. In association with clerical teachers, thirty-seven, or 48.8 per cent receive more salary; twenty-three, or 44.4 per cent receive about the same; and six, or 7.4 per cent receive less salary.

6. Only eleven coaches are paid an extra amount above their regular salary for their coaching duties. This amount averages $182.00 per year.

# CHAPTER VI

## DUTIES OF ATHLETIC COACHES IN NEW MEXICO

The data presented in this chapter shows the duties of athletic coaches in the New Mexico Athletic Association. These duties include coaching athletic sports which are carried on in the schools of the association as well as teaching academic subjects. Data is also included on the number of students participating in sports in the school.

### NUMBER OF TEAMS COACHED

Table Twenty-six shows how many different teams one man coaches during the year. It indicates that more coaches coach four sports than any other number as twenty-five, or 30.8 per cent of all coaches coach four sports. In Group I ten coaches, or 33.3 per cent of that group, coach three teams; in Group II ten, or 37 per cent, coach four teams; and in Group III ten coach four teams, a percentage of 41.6 of all this group.

Seventeen coaches, or 20.9 per cent of all coaches in the association are used to coach, or are responsible for five sports. These teams are usually football, basketball, track, baseball, and tennis, these being the major sports in New Mexico schools. There seems to be an indication that the

TABLE XXVI

DISTRIBUTION OF COACHES BY NUMBER OF TEAMS THEY COACH

| Number of Sports | Group I No. | Group I % | Group II No. | Group II % | Group III No. | Group III % | Total No. | Total % |
|---|---|---|---|---|---|---|---|---|
| 5 | 6 | 20 | 5 | 18.6 | 6 | 25 | 17 | 20.98 |
| 4 | 5 | 16.7 | 10 | 37.0 | 10 | 41.6 | 25 | 30.8 |
| 3 | 10 | 33.3 | 8 | 29.6 | 4 | 16.6 | 22 | 27.2 |
| 2 | 6 | 20.0 | 4 | 14.8 | 2 | 8.4 | 12 | 14.8 |
| 1 | 3 | 10.0 | | | 2 | 8.4 | 5 | 6.2 |
| Totals | 30 | | 27 | | 24 | | 81 | |

coaching duties in New Mexico schools are being divided between different members of the faculty since seven coaches in Group I reported that they had assistants. Ten coaches in Group II have some assistance in their coaching. In Group III fourteen have assistants.

## INTRAMURAL SPORTS IN SCHOOLS

In member schools of the state association coaches have as part of their program the intramural sports as shown in Table Twenty-seven. Coaches either supervise or are responsible for these sports. This table shows that basketball, playground baseball and baseball are the most important games carried on as intramural activities. Wrestling, soccer, and golf seem to be the least common sports engaged in as intramurals. These sports no doubt are not offered because of lack of experience of teachers in soccer and wrestling and because of lack of facilities and equipment for golf.

## ACADEMIC SUBJECTS TAUGHT BY COACHES

Table Twenty-eight indicates that a combination teacher-coach is the most popular method of hiring coaches in New Mexico. This is to be expected, as few of the schools are large enough to have a full time physical education instructor and athletic coach. This table shows that more coaches teach science, physical education, history,

TABLE XXVII

INTRAMURAL GAMES OR SPORTS DIRECTED BY COACHES

| Sports | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Playground Ball | 20 | 21 | 18 | 59 |
| Wrestling | 2 | 5 | 6 | 13 |
| Boxing | 3 | 7 | 9 | 19 |
| Soccer | 1 | 0 | 7 | 8 |
| Basketball | 18 | 21 | 21 | 60 |
| Football | 5 | 13 | 16 | 34 |
| Baseball | 13 | 14 | 14 | 41 |
| Tennis | 7 | 9 | 11 | 27 |
| Golf | 0 | 1 | 9 | 10 |

TABLE XXVIII

COMBINATION OF COACHING AND ACADEMIC SUBJECTS

| Subjects | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Agriculture | 7 | 3 | 2 | 12 |
| Science | 20 | 7 | 5 | 32 |
| Mathematics | 14 | 4 | 4 | 22 |
| English | 5 | 2 | 2 | 9 |
| History | 13 | 10 | 4 | 27 |
| Physical Education | 9 | 11 | 8 | 28 |
| Manual Training | 3 | 3 | 2 | 8 |
| Commercial | 7 | 4 | 1 | 12 |
| Auto Mechanics | 0 | 0 | 0 | 0 |
| Elementary | 3 | 3 | 3 | 9 |
| Band | 2 | 0 | 0 | 2 |
| Orchestra | 0 | 0 | 0 | 0 |
| Foreign Language | 5 | 3 | 0 | 8 |
| Choral | 0 | 0 | 0 | 0 |
| Study Halls | 17 | 13 | 10 | 40 |
| Citizenship | 2 | 0 | 0 | 2 |
| Economics | 1 | 0 | 0 | 1 |
| Penmanship | 0 | 0 | 1 | 1 |
| Adviser | 0 | 0 | 1 | 1 |
| Psychology | 0 | 0 | 1 | 1 |

mathematics, commercial and agriculture than any other subjects. Thirty-two, or 41.5 per cent of all the coaches teach science in high schools. Foreign languages, manual training, english and elementary combinations are seldom found. Forty out of the seventy-seven coaches who answered have study halls, a percentage of 52. School activities which require rehearsals after school such as choral work, band, and orchestra form a very small number of duties of teacher-coaches.

This part of the chapter should be of value for men in college who want to teach and coach in high schools. Such men could better plan their course of study, since it appears that coaching and combinations follow rather definite trends.

NUMBER OF PERIODS COACHES TEACH PER DAY

Table Twenty-nine shows that the larger number of coaches teach six periods each day. There was a variance of the length of periods, but the average was fifty minutes. Twenty coaches, or 26.7 per cent of the men teach six periods. By groups it was noted that Group I had seven coaches, or 23.3 per cent teaching six periods; Group II had eight or 33.3 per cent teaching four periods; and Group III had nine men, or 42.8 per cent teaching six periods. The range of periods was from two periods to nine. This range no doubt could be explained by the fact that some coaches are used in the ele-

TABLE XXIX

NUMBER OF PERIODS COACHES TEACH

| Periods Per Day | Group I No. | Group I % | Group II No. | Group II % | Group III No. | Group III % | Total No. | Total % |
|---|---|---|---|---|---|---|---|---|
| 9 | 2 | 6.7 | | | | | 2 | 2.7 |
| 8 | 4 | 13.4 | 1 | 4.2 | | | 5 | 6.7 |
| 7 | 6 | 20.0 | 5 | 20.8 | 2 | 9.6 | 13 | 17.3 |
| 6 | 7 | 23.3 | 4 | 16.6 | 9 | 42.8 | 20 | 26.7 |
| 5 | 6 | 20.0 | 3 | 12.5 | 8 | 38.0 | 17 | 22.7 |
| 4 | 2 | 6.6 | 8 | 33.3 | 2 | 9.6 | 12 | 16.0 |
| 3 | 3 | 10.0 | 1 | 4.2 | | | 4 | 5.3 |
| 2 | | | 2 | 8.4 | | | 2 | 2.6 |
| 1 | | | | | | | | |
| Totals | 30 | | 24 | | 21 | | 75 | |

mentary grades and some are principals.

## COACHES TEACHING MAJORS AND MINORS

The percentage of coaches who are teaching their major subjects taken in college constitutes 30.4 of the total group. In the school groups going from the smaller to the larger, these coaches are 23.3, 44.0 and 25.0 per cent of their respective groups as shown in Table Thirty.

In the three groups, those who are teaching their minors show less variance than those teaching their majors. Twenty and three-tenths per cent of all the coaches are teaching their minors in the separate groups as follows: Group I, five coaches or 16.7 per cent; Group II, six coaches or 24.0 per cent; and Group III, five coaches or 20.8 per cent.

TABLE XXX

DISTRIBUTION OF COACHES TEACHING MAJORS, MINORS, MAJORS AND MINORS, NEITHER MAJORS NOR MINORS

| Teaching | Group I | | Group II | | Group III | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Majors | 7 | 23.3 | 11 | 44.0 | 6 | 25.0 | 24 | 30.4 |
| Minors | 5 | 16.7 | 6 | 24.0 | 5 | 20.8 | 16 | 20.3 |
| Both | 12 | 40.0 | 5 | 20.0 | 3 | 12.5 | 20 | 25.3 |
| Neither | 6 | 20.0 | 3 | 12.0 | 10 | 41.7 | 19 | 24.0 |
| Totals | 30 | | 25 | | 24 | | 79 | |

matery grades and none are variable.

## COACHES TEACHING MAJORS AND MINORS

The percentage of coaches who are teaching their major subjects varies in college departments 50.4 of the total group. In the school groups going from the smallest to the largest these percentages are 57.5, 44.0 and 22.0 per cent of their respective groups as shown in Table Twenty.

In the three groups, those who are teaching their minors show less variance than those teaching their majors. Twenty and three-tenths per cent of all the coaches are teaching their minors in the respective groups as follows: Group I five coaches or 19.2 per cent; Group II, six coaches or 24.0 per cent; and Group III, five coaches or 20.8 per cent.

TABLE XXX

DISTRIBUTION OF COACHES TEACHING MAJORS, MINORS, BOTH AND NEITHER, BY SCHOOL GROUPS AND MINORS

| Teaching | Group I | | Group II | | Group III | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Major | 7 | 26.9 | 11 | 44.0 | 6 | 25.0 | 24 | 30.4 |
| Minor | 5 | 19.2 | 6 | 24.0 | 5 | 20.8 | 16 | 20.3 |
| Both | 12 | 46.0 | 5 | 20.0 | 3 | 12.5 | 20 | 25.3 |
| Neither | 2 | 7.7 | 3 | 12.0 | 10 | 41.7 | 19 | 24.0 |
| Totals | 26 | | 25 | | 24 | | 79 | |

TIME SPENT ON SPORTS

This part of the chapter is designed to let coaches see the amount of time that other schools spend on athletics and thus use it as a check on their own expenditure of time. Taking football first in this study, it is found that the mean time used for football each day during the week is 109.63 minutes. By groups the means are successively I through III: 72.7 minutes, 107.89 minutes and 121.84 minutes. Five schools, or 41.7 per cent of the group, practice from thirty to fifty minutes per day, while one each in Groups II and III practice from 180 to 200 minutes per day. Group III, in which 91.6 per cent of all schools reported as playing football and where this sport must be of great importance, uses only two hours each day for the sport. This time includes time spent in dressing and preparation for practice. The remainder of the table (XXXI) follows the same plan as that for football and is self-explanatory.

Basketball ranks next to football in amount of time used in the schools of New Mexico, with a mean time of 91.72 minutes for all the schools. By groups these means are as follows: Group I, 72.07 minutes; Group II, 95.41; and Group III, 114.31 minutes.

Track ranks next as to the number of schools which participate and also the amount of time used in the sport, the

TABLE XXXI

TIME SPENT ON SPORTS PER DAY FOR THE SEASON

FOOTBALL

| Minutes Spent | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 180 - 200 | | 1 | 1 | 2 |
| 150 - 170 | | | 2 | 2 |
| 120 - 140 | 1 | 5 | 11 | 17 |
| 90 - 110 | 4 | 10 | 6 | 20 |
| 60 - 80 | 2 | 3 | 2 | 7 |
| 30 - 50 | 5 | | | 5 |
| Totals | 12 | 19 | 22 | 53 |
| Mean Time | 72.7 | 107.89 | 121.84 | 109.63 |

BASKETBALL

| Minutes Spent | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 180 - 200 | | | 2 | 2 |
| 150 - 170 | | | | |
| 120 - 140 | 5 | 4 | 7 | 16 |
| 90 - 110 | 4 | 15 | 9 | 28 |
| 60 - 80 | 8 | 6 | 3 | 17 |
| 30 - 50 | 12 | 1 | | 13 |
| Totals | 29 | 26 | 21 | 76 |
| Mean Time | 72.07 | 95.41 | 114.31 | 91.72 |

BASEBALL

| Minutes Spent | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 180 - 200 | | | | |
| 150 - 170 | | | | |

TABLE XXXI (continued)

TIME SPENT ON SPORTS PER DAY FOR THE SEASON

| Minutes Spent | BASEBALL Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 120 - 140 | 1 | | 1 | 2 |
| 90 - 110 | 1 | 2 | 2 | 5 |
| 60 - 80 | 3 | 3 | 5 | 11 |
| 30 - 50 | 10 | 5 | 1 | 16 |
| Totals | 15 | 10 | 9 | 34 |
| Mean Time | 56.02 | 61.0 | 79.9 | 68.26 |

| Minutes Spent | TRACK Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 180 - 200 | | | 1 | 1 |
| 150 - 170 | | | | |
| 120 - 140 | | 2 | 2 | 4 |
| 90 - 110 | 1 | 5 | 7 | 13 |
| 60 - 80 | 4 | 8 | 5 | 17 |
| 30 - 50 | 7 | 3 | 1 | 11 |
| Totals | 12 | 18 | 16 | 46 |
| Mean Time | 55.0 | 79.9 | 96.3 | 79.12 |

| Minutes Spent | INTRAMURALS Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 180 - 200 | | | | |
| 150 - 170 | | | | |
| 120 - 140 | | 1 | 1 | 2 |
| 90 - 110 | 1 | 4 | | 5 |

TABLE XXXI (continued)

TIME SPENT ON SPORTS PER DAY FOR THE SEASON

| Minutes Spent | INTRAMURALS Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 60 - 80 | | 1 | 6 | 7 |
| 30 - 50 | 8 | 6 | 3 | 17 |
| Totals | 9 | 12 | 10 | 31 |
| Mean Time | 46.6 | 70.0 | 67.0 | 62.6 |

mean time for all schools being 79.12 minutes. The mean time by groups is: Group I, 55.0 minutes; Group II, 79.9 minutes; and Group III, 96.3 minutes.

Intramurals are included in this table, as coaches indicated that they were responsible for this part of the school activity. The mean time for all schools in this item is 62.6 minutes per day, and by groups from Group I through III: 46.6, 70.0 and 67.0. Only thirty-one coaches reported that they had intramurals in their schools which would lead one to believe that there is a lack of activity for the students who are not good enough athletes to play on the school teams.

Baseball and track are given about the same amount of time in practice and playing, neither one consuming much over an hour each day during the season. The mean for baseball for all the schools is 68.26 minutes. Group I has a mean time of 56.02 minutes, Group II a mean time of 61.0, and Group III a mean time of 79.0 minutes.

## TIME SPENT ON SPORTS BY WEEKS

To further learn how much time is spent on athletics and sports, coaches were asked how many weeks each year they worked on each sport. These data are included in a similar table as in Table Thirty-one. It is hoped that these tables will also answer questions as to whether schools balance their

programs or spend most of the school year on only a few activities. The mean time that schools spend by weeks on football is 12.52 for all the groups and taking each group separately Group I has a mean time of 10.27 weeks; Group II, 12.84 weeks; and Group III, 13.59 weeks.

Basketball shows a mean for all schools of 14.57 weeks and by groups as follows: Group I, 14.50 weeks; Group II, 14.50 weeks and Group III, 15.86 weeks. These means indicate that schools spend almost half the school year on basketball.

Baseball by weeks ranks higher than track as the mean for all schools is 9.5 weeks. Another variance from the other table shows that the smaller schools play baseball for a longer period than the larger schools. The means by weeks and groups are: Group I, 11.69 weeks; Group II, 10.00 weeks; and Group III, 7.00 weeks. This may be explained by the fact that while 91.6 per cent of all the schools in Group III play football, only 40.00 per cent of the schools in Group I play football, making it possible for them to play baseball in the autumn months.

Usually track is started after basketball season is over, a custom which accounts for the short season. The mean for all schools in New Mexico spent on track is 7.36 weeks. By groups the means are respectively, Groups I through III: 5.75 weeks, 7.00 weeks, and 7.50 weeks.

In carrying on the intramural program there is quite a

TABLE XXXII

TIME SPENT ON SPORTS BY WEEKS

FOOTBALL

| Weeks Spent | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 32 - 37 | | | | |
| 27 - 32 | | | | |
| 22 - 27 | | | | |
| 17 - 22 | | | | |
| 12 - 17 | 4 | 12 | 18 | 34 |
| 7 - 12 | 7 | 6 | 4 | 17 |
| 2 - 7 | 2 | | | 2 |
| Totals | 13 | 18 | 22 | 53 |
| Mean Time | 10.27 | 12.84 | 13.59 | 12.52 |

BASKETBALL

| Weeks Spent | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 32 - 37 | | | | |
| 27 - 32 | | | 1 | 1 |
| 22 - 27 | 1 | | | 1 |
| 17 - 22 | 5 | 2 | 4 | 11 |
| 12 - 17 | 17 | 21 | 11 | 49 |
| 7 - 12 | 5 | 2 | 6 | 13 |
| 2 - 7 | 1 | | | 1 |
| Totals | 29 | 25 | 22 | 76 |
| Mean Time | 14.50 | 14.50 | 15.86 | 14.57 |

BASEBALL

(continued on next page)

TABLE XXXII (continued)

TIME SPENT ON SPORTS BY WEEKS

BASEBALL

| Weeks Spent | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 32 - 37 | 1 | | | 1 |
| 27 - 32 | | | | |
| 22 - 27 | | | | |
| 17 - 22 | | | | |
| 12 - 17 | 5 | 3 | 1 | 9 |
| 7 - 12 | 5 | 3 | 2 | 10 |
| 2 - 7 | 5 | 4 | 5 | 14 |
| Totals | 16 | 10 | 8 | 34 |
| Mean Time | 11.69 | 10.00 | 7.00 | 9.5 |

TRACK

| Weeks Spent | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 32 - 37 | | | | |
| 27 - 32 | | | | |
| 22 - 27 | | | | |
| 17 - 22 | | | | |
| 12 - 17 | 1 | | 2 | 3 |
| 7 - 12 | 1 | 8 | 5 | 14 |
| 2 - 7 | 10 | 8 | 8 | 26 |
| Totals | 12 | 16 | 15 | 43 |
| Mean Time | 5.75 | 7.00 | 7.60 | 7.36 |

INTRAMURALS

(continued on next page)

TABLE XXXII (continued)

TIME SPENT ON SPORTS BY WEEKS

| Weeks Spent | INTRAMURALS Group I | Group II | Group III | Total |
|---|---|---|---|---|
| 32 - 37 | 3 | 2 | 3 | 8 |
| 27 - 32 | | | 3 | 3 |
| 22 - 27 | 1 | 1 | 2 | 4 |
| 17 - 22 | | | | |
| 12 - 17 | 2 | 1 | | 3 |
| 7 - 12 | | 2 | | 2 |
| 2 - 7 | 2 | 6 | 2 | 10 |
| Totals | 8 | 12 | 10 | 30 |
| Mean Time | 22.00 | 12.84 | 24.00 | 19.00 |

range by weeks, eight schools having intramurals for from 32 to 37 weeks and ten schools having only from 2 to 7 weeks. The mean for all schools is 19.00 weeks. Group I has a mean of 22.00 weeks; Group II, a mean of 12.84; while Group III has a mean of 24.00 weeks.

APPROXIMATE NUMBER OF BOYS MET IN SPORTS DURING SEASONS

Table Thirty-three presents data gathered from different chapters and shows the percentage of boys in the groups who are coached or who are under the supervision of coaches. It has been shown that schools spend a large amount of time on athletics but this table also shows that a large number of boys profit from the activities. In Group I the largest percentage of boys who have some training in athletics is found in basketball, in which 424 boys out of 712 in all the schools in that group take part in basketball. This is a percentage of 38. In Group II, 34.9 per cent of all the boys in all the schools play basketball. In Group III, where football is played in 91.6 per cent of all the schools, 18.0 per cent of the boys enter into the game, but the largest percentage of participants in this group is in physical education, there being 1055 in these classes, which is a percentage of 24.1.

The small schools rank highest in per cent of all boys entering into sports, the reason being no doubt because of

TABLE XXXIII

APPROXIMATE NUMBER OF BOYS IN SPORTS

| | Group I | | Group II | | Group III | | Total | |
|---|---|---|---|---|---|---|---|---|
| Number of Boys in All Schools | 712 | | 1570 | | 4275 | | 6557 | |
| Activity | No. | % | No. | % | No. | % | No. | % |
| Physical Education | 271 | 38 | 515 | 32.9 | 1055 | 24.1 | 1841 | 28.0 |
| Football | 215 | 30.1 | 521 | 33.1 | 770 | 18.0 | 1506 | 22.9 |
| Basketball | 424 | 59.0 | 548 | 34.9 | 531 | 12.4 | 1503 | 22.0 |
| Track | 175 | 24.5 | 292 | 18.5 | 332 | 7.7 | 799 | 12.1 |
| Baseball | 388 | 54.0 | 375 | 23.8 | 293 | 6.8 | 1056 | 16.1 |
| Intramurals | 277 | 31.8 | 497 | 31.0 | 696 | 11.5 | 1420 | 21.6 |

lack of equipment in the larger schools and assistant coaches to carry on the program.

## OTHER DUTIES WHICH COACHES PERFORM BESIDES COACHING AND TEACHING

Table Thirty-four shows that fifty-four coaches in New Mexico are used for other duties besides coaching and regular classroom work, there being twenty-five in Group I, seventeen in Group II, and fourteen in Group III, who perform other duties. A list of these duties is found in Table Thirty-four.

## SUMMARY OF FINDINGS

The data presented in this chapter relevant to the athletic coaches' duties may be summarized as follows:

1. Sixty-four coaches, or 78.9 per cent, are required to coach three or more sports.

2. Seventeen coaches, or 20.9 per cent of the entire group, coach five sports.

3. Thirty-one coaches, or 38.2 per cent, have assistant coaches.

4. Basketball, baseball, and playground baseball are the sports most used for intramural activities.

5. A combination teacher-coach is the most common method of hiring a man to take charge of the athletic program.

TABLE XXXIV

POSITIONS OTHER THAN COACHING AND TEACHING WHICH COACHES OCCUPY

| Positions | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Superintendents | 1 | 1 | | 2 |
| Principal | 13 | 7 | 3 | 23 |
| Guidance Director | 5 | 3 | 5 | 13 |
| Debate Coach | 3 | | 1 | 4 |
| Boys' Adviser | 3 | 6 | 4 | 13 |
| Attendance Teacher | | | 1 | 1 |
| Totals | 25 | 17 | 14 | 54 |

Thirty-two, or 41.5 per cent of all the coaches, teach science. Twenty-seven, or 34.9 per cent teach history. Twenty-two, or 28.5 per cent teach mathematics.

6. Forty coaches, or 52 per cent, have study hall duties.

7. Sixty-nine coaches teach five or more periods per day. This is a percentage of 75.7 of the entire number.

8. Twenty-four coaches, or 30.3 per cent, are teaching their major subjects. By groups I to III, these percentages are: 23.3, 44.0, and 25.0.

9. The number of coaches who are teaching both their major and minor subjects decrease from Group I through III as follows: 40.0 per cent, 20.0 per cent, and 12.5 per cent.

10. Group III has the highest per cent teaching neither their major nor minor.

11. The mean time coaches spend on football is 109.63 minutes per day for 12.52 weeks. Coaches in New Mexico teach football to 1506 boys.

12. Coaches spend 91.72 minutes per day as a mean for all schools in coaching. By weeks the mean is 14.57.

## CHAPTER VII

## ATTITUDE OF ATHLETIC COACHES TOWARD COACHING

The object of this chapter is to find out just how coaches feel toward their work. The questions covered those factors which influenced men to take up coaching as a profession: whether or not they expected in college to make coaching their life work; whether they now expect to make coaching their life work; reasons for continuing or discontinuing coaching; are they satisfied to remain in their present position; features they like best in their work and those which they do not like; recommendations for improving the status of coaches and athletic coaching in the New Mexico Athletic Association Schools.

Men are influenced to engage in coaching usually by three factors according to the answers reported in Table Thirty-five, namely: interest in boys; their own success as athletes; and the general attractiveness of the position. Usually the salary for the first year in teaching is on a par with, or a little better than what one can earn in other lines of work. The average salary for the first year of coaching in New Mexico is $1185.31, which of course allows a three months' vacation. As was shown before, coaching is a young man's game, and schools are eager to have good athletes lead

TABLE XXXV

FACTORS INFLUENCING COACHES TO ENGAGE IN COACHING

| Factors | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Teachers | | | | |
| Principals | 2 | 1 | 1 | 4 |
| Advisers | | | | |
| Coaches | 5 | 5 | 6 | 16 |
| Interest in Boys | 15 | 11 | 11 | 37 |
| Means of Getting Position | 8 | 8 | 6 | 22 |
| Economic Need | 4 | 2 | 7 | 13 |
| Success as an Athlete | 9 | 10 | 10 | 29 |
| Lack of Other Opportunities | 2 | 1 | 5 | 8 |
| Definite Vocational Choice | 7 | 8 | 10 | 25 |
| Attractiveness of the Position | 6 | 11 | 6 | 23 |

their teams while they are still able to perform as athletes on community teams. Athletes are given a large amount of publicity, and the young coach feels that he will share in his team's publicity. These statements may explain the fact that "success as an athlete" influences men to coach. Boys are attracted to athletes and here the young man who desires to influence boys finds in coaching his best point of contact. The coaches in New Mexico were not influenced toward coaching by classroom teachers, principals, coaches, lack of opportunity for other work, economic need at the time, although this last factor appears to be important in keeping coaches in their positions.

The number of coaches who expect to make coaching their life work and those who expected to make it their life work when they entered it are practically equal in numbers. Seventeen coaches in Group I, eighteen in Group II, and twelve in Group III did not expect to make coaching their life work but gave their reasons for changing their minds to: have come to like the work, and their degree of success has been encouraging. Other factors of less importance were: could not see that they could better themselves, future prospects encouraging, and perhaps more important, too much invested in education and experience to change. On the other hand, financial remuneration, home life and cares have made change difficult, did not seem important except to a small number.

TABLE XXXVI

ATTITUDE OF COACHES TOWARD COACHING AS THEIR LIFE WORK

(A) EXPECT TO MAKE COACHING THEIR LIFE WORK

| | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Yes | 7 | 12 | 11 | 30 |
| No | 22 | 15 | 13 | 50 |
| Total | 29 | 27 | 24 | 80 |

(B) EXPECTED TO MAKE COACHING LIFE WORK

| | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Yes | 12 | 8 | 11 | 31 |
| No | 17 | 18 | 12 | 47 |
| Total | 29 | 36 | 23 | 78 |

FACTORS WHICH CAUSE COACHES TO DECIDE TO CONTINUE OR TO DISCONTINUE COACHING AS A PROFESSION

| Factors | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Have Come to Like Coaching | 5 | 6 | 7 | 18 |
| Developed a Dislike for Coaching | | | 1 | 1 |
| Degree of Success is Encouraging | 3 | 6 | 3 | 12 |
| Success Has Been Discouraging | 1 | 1 | | 2 |
| Financial Remuneration Attractive | 0 | 0 | 1 | 1 |

TABLE XXXVI (continued)

ATTITUDE OF COACHES TOWARD COACHING AS THEIR LIFE WORK

FACTORS WHICH CAUSE COACHES TO DECIDE TO CONTINUE OR TO DISCONTINUE COACHING AS A PROFESSION

| Factors | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Financial Remuneration Not Attractive | 8 | 7 | 7 | 22 |
| Future Prospects Encouraging | 2 | 2 | 3 | 7 |
| Future Prospects Discouraging | 3 | 3 | 3 | 9 |
| Cannot Better Self by Change | 1 | 5 | 3 | 9 |
| Too Much Invested in Education to Change | 2 | 1 | 4 | 7 |
| Home Life and Cares Make Change Difficult | | | 2 | 2 |
| Professional Status Too Low | 1 | 1 | | 2 |
| Tenure Too Uncertain | 5 | 5 | 5 | 15 |
| Too Routine, Not Creative | | 1 | 1 | 2 |
| Too Much Contact with Immature Minds | | 1 | | 1 |
| Removes one from Actual Life | 1 | | | 1 |
| Position not Considered of Manly Type | | | | |
| Success Dependent on Community Wishes and Begging | 4 | 3 | 2 | 9 |

Table Thirty-seven presents the answers to the question "would you be satisfied to remain permanently in your present position." Although thirty-one of all the coaches expect to coach, which is a percentage of 38, sixty-eight, or a percentage of 85, would not be satisfied to remain permanently in their present position. By groups the number who desire a change in position is: 86.8 per cent of Group I; 81.4 per cent in Group II; and in Group III, 86.97 per cent. This shows that all groups are not satisfied to remain permanently in their present position in about the same proportions.

TABLE XXXVII

SATISFIED TO REMAIN IN YOUR PRESENT POSITION

| | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Yes | 4 | 5 | 3 | 12 |
| No | 26 | 22 | 20 | 68 |
| Totals | 30 | 27 | 23 | 80 |

CHARACTERISTICS OF COACHING WHICH COACHES LIKE AND DISLIKE

To sum up the attitude of coaches toward their work, Table Thirty-eight lists the characteristics of coaching which they like and also those which are disagreeable to them.

TABLE XXXVIII

FEATURES COACHES FIND AGREEABLE AND THOSE WHICH ARE DISAGREEABLE TO THEM

(A) AGREEABLE

| Features | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Spirit of Competition | 12 | 15 | 12 | 39 |
| Opportunity for Social Service | 20 | 19 | 19 | 58 |
| Prestige in the Community | | 6 | 6 | 12 |
| Comparatively High Salary | 4 | 4 | 6 | 14 |
| Position of Authority | 1 | 1 | 0 | 2 |
| Relatively Easy Work | 2 | 2 | 2 | 6 |
| Outdoor Activity | 15 | 10 | 8 | 33 |
| Ease of Disciplining Pupils | 9 | 7 | 5 | 21 |

(B) DISAGREEABLE

| Features | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Inadequate Salary | 12 | 15 | 12 | 39 |
| Too Much Work, Long Hours | 8 | 7 | 6 | 21 |
| Unfair Criticisms by Fans | 9 | 8 | 6 | 23 |
| Teaching Regular Classes | 6 | 7 | 7 | 20 |
| Being Held up as an Example | | 5 | 1 | 6 |
| Limitations on Freedom | 1 | 7 | 5 | 13 |

TABLE XXXVIII (continued)

FEATURES COACHES FIND AGREEABLE AND THOSE WHICH ARE DISAGREEABLE TO THEM

| (B) DISAGREEABLE | | | | |
|---|---|---|---|---|
| Features | Group I | Group II | Group III | Total |
| Coaching Sports in which Uninterested | 1 | 1 | | 2 |
| Interference by Administrators | 3 | 2 | 1 | 6 |
| Eligibility of Players | 7 | 3 | 2 | 12 |
| Taking Teams on Trips | | 5 | 2 | 7 |
| Lack of Cooperation by Faculty - Students | 7 | 6 | 6 | 19 |
| Lack of Proper Community Cooperation | 7 | 3 | 6 | 16 |

These answers should indicate to one entering the profession what to expect in the way of pleasurable things as well as those which might be unpleasant.

It appears that coaches get a thrill out of seeing their teams compete and keep alive that competitive spirit which they gained while they themselves were athletes. Coaches also believe that they are rendering a service to the community in directing boys in athletics. They also like the outdoor activity which coaching affords. Coaches do not feel that they have easy work, as it was shown they spend long hours on the job, also they do not care for the position of authority, nor the prestige in the community. Coaches in New Mexico feel that their salaries are inadequate, and that fans are prone to be unfair in their criticisms. They also feel that they have to teach too many classes in addition to their coaching duties, and do not always have the proper co-operation from the faculty, students, and community at large.

## RECOMMENDATIONS FOR IMPROVING THE STATUS OF COACHES AND COACHING IN NEW MEXICO HIGH SCHOOLS

Table Thirty-nine shows that coaches believe that the status of coaches and coaching would improve if they received more salary. Fifty-two, or 64.1 per cent, feel that this is a real factor. Although as a group they think their tenure is as secure as other teachers, fifty-one, or 62.9 per cent,

TABLE XXXIX

RECOMMENDATIONS FOR IMPROVING THE STATUS OF COACHES AND COACHING IN NEW MEXICO

| Recommendations | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Special Certificates for Coaches | 11 | 15 | 11 | 37 |
| Requiring Special Preparation for Coaches | 10 | 15 | 12 | 37 |
| College Degree as a Minimum | 15 | 17 | 10 | 42 |
| More Careful Selection of Coaches | 10 | 15 | 12 | 37 |
| Greater Security of Tenure | 14 | 19 | 18 | 51 |
| Higher Salaries | 13 | 22 | 17 | 52 |
| Higher Ethical Standards Among Coaches | 14 | 18 | 14 | 46 |
| Less Emphasis on Winning Teams | 13 | 17 | 14 | 44 |
| Reorganization of our Physical Education Program | 5 | 13 | 11 | 29 |
| Abolition of State Championships | 1 | 7 | 4 | 12 |
| Establishment of a State Football Championship | 4 | 13 | 10 | 27 |
| Less Catering to Community Wishes | 6 | 9 | 6 | 21 |
| Shorter Athletic Seasons and More Varied Season | 6 | 10 | 7 | 23 |
| A and B Class for Competition | 1 | | 1 | 2 |
| Better Officiating | | 1 | | 1 |

think their efficiency would be increased by increasing their security of tenure. Forty-six, or 56.7 per cent, believe there should be a higher ethical standard among coaches. Less emphasis on winning teams seemed important to forty-four, or 54.3 per cent. Special certificates showing special training, and more careful selection of coaches was marked as important to thirty-seven, a percentage of 45.6. Abolition of state tournaments, formation of A and B class schools for competition, and better officiating seemed important to only a very few coaches. There is a fair amount of interest in establishing a football state championship as twenty-seven, or 33.3 per cent of all the coaches, think this would improve the status of coaching.

## SUMMARY OF FINDINGS

The pertinent facts revealed in this chapter on the attitude of coaches toward coaching are as follows:

1. Coaches are influenced to engage in coaching usually by three factors: interest in young people, their own success as athletes, and the general attractiveness of the position.

2. Fifty coaches who are now in the work do not expect to continue to coach.

3. Forty-seven coaches did not expect to make coaching their life work but have changed their minds because

they have come to like the work.

4. Sixty-eight coaches, or 85.0 per cent, would not be satisfied to remain permanently in their present position.

5. Coaches like the outdoor activity of their work, the thrill of competition, and believe they are rendering a service to the community.

6. Coaches feel that their salaries are not adequate, that the fans are unfair in their criticism, and that they must teach too many academic subjects in addition to their coaching duties.

7. Coaches feel that the New Mexico State Association could be bettered if the following changes were made: require special training and certification for coaches, establish a football state championship, increase salaries, and promote higher ethical standards of coaches.

## CHAPTER VIII

## LOCAL CONDITIONS AFFECTING ATHLETIC COACHES AND COACHING

The information presented in this chapter is offered to show whether local conditions handicap or promote a sound athletic and physical education program in the schools of New Mexico. The items to be considered are: the type of position the coach occupies, whether he is employed for athletics alone or is both a teacher and a coach, does the coach have full authority over and responsibility for athletics, do factors operate in the school system and community which make his position difficult.

### EMPLOYMENT OF COACHES

Table Forty shows that coaches are most often given positions as teachers with coaching duties. Twenty-six coaches, or 32 per cent of all coaches in the Association are employed as teachers. Group I brings the percentage up since that group has seventeen coaches, or a percentage of 56.6, who are employed primarily as teachers. Group II has six coaches, or 22.2 per cent, who are teachers with coach's duties, and Group III only three coaches, a percentage of 12.5, who are teachers and are assigned to coaching duties. There are only fifteen men, a percentage of 18.5 of the entire

TABLE XL

DISTRIBUTION OF COACHES BY THE TYPE OF POSITION THEY OCCUPY

| Position | Group I | | Group II | | Group III | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Coach of Athletics | 2 | 6.7 | 5 | 18.5 | 8 | 33.3 | 15 | 18.5 |
| Instructor of Phys. Ed. | | | 2 | 7.4 | 1 | 4.1 | 3 | 3.7 |
| Teacher | 17 | 56.6 | 6 | 22.2 | 3 | 12.5 | 26 | 32.4 |
| Administrator | 4 | 13.3 | 2 | 7.4 | 2 | 8.3 | 8 | 9.8 |
| Combinations of | | | | | | | | |
| 1 and 4 | | | | | 1 | 4.1 | 1 | 1.2 |
| 1 and 3 | 4 | 13.3 | 6 | 22.2 | 4 | 16.6 | 14 | 17.3 |
| 3 and 4 | 2 | 6.7 | | | | | 2 | 2.4 |
| 1-2-3 and 4 | 1 | 3.3 | 2 | 7.4 | | | 3 | 3.7 |
| 1 and 2 | | | 3 | 11.1 | 4 | 16.6 | 7 | 8.6 |
| 1-2 and 3 | | | 1 | 3.7 | 1 | 4.1 | 2 | 2.4 |
| Totals | 30 | | 27 | | 24 | | 81 | |

group, who reported themselves as being hired primarily as coaches of athletics. Eight of these are in Group III.

Among the combinations of coach and other duties, the most popular is coach and classroom teacher, there being fourteen, or 17.2 per cent in this class. Three coaches gave their employment status as coach of athletics, instructor of physical education, teacher and administrator. These coaches were in the smaller schools. Only three coaches in the Association are hired as instructors in physical education alone without duties as a teacher or administrator. Only one man was employed as an administrator and coach alone. This was in Group I and he stated in his reply that he would be relieved of his coaching duties at the end of the present year.

## STATUS OF THE PHYSICAL EDUCATION PROGRAMS IN MEMBER SCHOOLS OF THE NEW MEXICO ATHLETIC ASSOCIATION

That coaches are not satisfied with the physical education program in their schools is evident from their reply to this portion of the study. A coach in New Mexico has either complete authority or a fair amount of authority over the athletic program. A coach's responsibility for athletics is also in keeping with his authority as is shown in Table XLI.

In most cases coaches are given this authority and the responsibility for carrying out the program is left up to

TABLE XLI

COACHES AUTHORITY OVER ATHLETICS AND RESPONSIBILITY FOR THE ATHLETIC PROGRAM

(A) AUTHORITY OVER ATHLETICS

| Status | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Practically Complete Control | 10 | 16 | 15 | 41 |
| Fair Amount of Authority | 16 | 9 | 9 | 34 |
| Practically No Authority | 4 | 2 | 0 | 6 |
| Totals | 30 | 27 | 24 | 81 |

(B) RESPONSIBILITY FOR ATHLETICS

| Status | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Too Little | 1 | 1 | 0 | 2 |
| About Same as Authority | 21 | 23 | 22 | 66 |
| Too Great | 7 | 3 | 1 | 11 |
| Totals | 29 | 27 | 23 | 79 |

them. As Table Forty-one shows, 75 of the coaches have either full or a fair amount of authority over athletics and physical education and likewise 66 of them have about the same proportion of responsibility.

A statement was made at the beginning of this chapter that coaches do not feel that the physical education in their schools is what they would like to have. Table Forty-two indicates that the fifty-one coaches who characterized their physical education programs as either well planned, or poorly planned were almost equally divided, twenty-five and twenty-six. Thirty coaches thought that the program affords too little opportunity for the non-athletic and twenty-nine felt that their program gave too little attention to girls.

## GROUPS IN SCHOOL OR COMMUNITY WHICH EITHER COOPERATE WITH OR ATTEMPT TO CONTROL ATHLETICS

Coaches seemed hesitant about making those statements which contained information about factors which might attempt to control athletics and hinder the athletic program of the school. The absence of these answers might, however, be an indication that there is little trouble from the sources shown in Table Forty-three. Although the reports are meager they do indicate that the public sometimes operates through local booster clubs to the detriment of the athletic program. Evidently the students and principal are not problems in this

TABLE XLII

STATUS OF THE PHYSICAL EDUCATION PROGRAM

| Status | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| Program is Well Planned | 7 | 11 | 7 | 25 |
| Program is Poorly Planned | 13 | 8 | 5 | 26 |
| Over-emphasizes Athletics | 3 | 2 | 10 | 15 |
| Too Formal in Content | 0 | 2 | 3 | 5 |
| Practically No Physical Educ. | 6 | 10 | 10 | 26 |
| Affords Little Opportunity for the Non-Athletic | 8 | 11 | 11 | 30 |
| Gives Too Little Attention to Girls | 10 | 12 | 7 | 29 |

TABLE XLIII

LOCAL AGENCIES WHICH ATTEMPT TO CONTROL ATHLETICS

| Agencies | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| School Board | 0 | 6 | 1 | 7 |
| Superintendent | 3 | 4 | 1 | 8 |
| Principal | 2 | 0 | 1 | 3 |
| Faculty | 5 | 3 | 1 | 9 |
| Students | 0 | 1 | 2 | 3 |
| Local Booster Club | 7 | 1 | 1 | 9 |
| Community in General | 0 | 5 | 3 | 8 |

LOCAL AGENCIES WHICH COOPERATE WITH THE ATHLETIC PROGRAM

| Agencies | Group I | Group II | Group III | Total |
|---|---|---|---|---|
| School Board | 21 | 19 | 17 | 57 |
| Superintendent | 22 | 21 | 22 | 65 |
| Principal | 18 | 14 | 20 | 52 |
| Faculty | 17 | 14 | 16 | 47 |
| Student Body | 18 | 16 | 14 | 48 |
| Local Booster Club | 8 | 7 | 7 | 22 |
| Community in General | 10 | 12 | 13 | 35 |

matter, but the faculty as a whole may attempt to govern the personnel of the teams.

It would seem that there is proper cooperation with the coaching department and athletics from all the agencies interested, as all the statements in Table Forty-three were favorable except that pertaining to the booster clubs, and possibly there are only a small number of such organizations in the communities represented in this investigation.

## FACTORS WHICH MAY ENCOURAGE OR DISCOURAGE THE DEVELOPMENT OF WINNING TEAMS

This part of the present chapter is entered to find out if there are other things which were not given above which might encourage or discourage winning teams. The statements which were checked often enough by the coaches to denote a trend along certain lines were: community wants winning teams, 54 thought this favorable and 13 thought it unfavorable; school authorities encourage winning teams, 44 coaches marked this as favorable, while 8 marked it unfavorable; strong rivalry with opponents seemed favorable to 42 and unfavorable to 8 for building winning teams; good faculty cooperation seemed important in the development of winning teams to 35 but unfavorable to 14.

(see Table Forty-four)

TABLE XLIV

FACTORS WHICH ARE THOUGHT TO BE FAVORABLE OR UNFAVORABLE FOR THE DEVELOPMENT OF WINNING TEAMS

| Factors | Group I | | Group II | | Group III | |
|---|---|---|---|---|---|---|
| | Favor-able | Unfavor-able | Favor-able | Unfavor-able | Favor-able | Unfavor-able |
| School Author-ities Encourage | 16 | 1 | 15 | 3 | 13 | 4 |
| Community Wants Winning Teams | 17 | 6 | 19 | 4 | 18 | 3 |
| Adequate Finan-cial Support | 5 | 15 | 8 | 14 | 12 | 7 |
| Good Material to Coach | 0 | 20 | 5 | 13 | 7 | 11 |
| Adequate Facilities | 7 | 13 | 5 | 16 | 6 | 13 |
| Strong Rivalry with Opponents | 12 | 3 | 15 | 3 | 15 | 2 |
| Strong Competition | 15 | 6 | 5 | 13 | 9 | 6 |
| Good Faculty Cooperation | 9 | 4 | 11 | 7 | 15 | 3 |
| Strong Student Morale | 8 | 8 | 9 | 8 | 8 | 10 |
| Teachers Too Hard on Athletes | 2 | 3 | 5 | 4 | 6 | 6 |
| Competent Coaching | 2 | 5 | 9 | 3 | 11 | 1 |
| Attraction of Good Players | 0 | 6 | 0 | 4 | 3 | 11 |

TABLE XLIV (continued)

FACTORS WHICH ARE THOUGHT TO BE FAVORABLE OR UNFAVORABLE FOR THE DEVELOPMENT OF WINNING TEAMS

| Factors | Group I Favor-able | Group I Unfavor-able | Group II Favor-able | Group II Unfavor-able | Group III Favor-able | Group III Unfavor-able |
|---|---|---|---|---|---|---|
| Local Conditions Encourage Attendance | 3 | 10 | 5 | 8 | 5 | 9 |
| Dependability of Team Members | 14 | 8 | 3 | 3 | 12 | 4 |
| Totals -- | | | | | | |
| Number Reported | 28 | | 25 | | 23 | |

## SUMMARY OF FINDINGS

The facts presented in Chapter Eight point toward the following conclusions:

1. Coaches are usually hired as teachers with coaching duties assigned to them. Thirty-two per cent of all the coaches are hired in this manner.

2. Fifteen men or 18.5 per cent are hired primarily as coaches, eight of these being in the larger schools.

3. Three men in the Association are hired as physical education teachers and coaches.

4. Seventy-five coaches or a percentage of 93.8 have either practically complete control or a fair amount of authority over athletics.

5. Almost one-half of the coaches believe that their physical education program affords too little opportunity for the non-athlete, and that it gives too little attention to girls.

6. Coaches indicate that they have the proper cooperation from local agencies in furthering an athletic program.

# CHAPTER IX

## CONCLUSIONS

In this study, the data obtained from answers to a questionnaire sent to the member schools of the New Mexico High School Athletic Association for the school year 1935-36 have been analyzed to determine the status of the interscholastic athletic coaches. There were 81 coaches in the same number of schools who answered the questionnaire as requested. In all there were 114 high schools listed as members of the association for the school year 1935-36. Seventy per cent of the total number of schools, therefore, are represented in this study.

### GENERAL INFORMATION

The ages of athletic coaches ranged from twenty-three to forty-five years and the mean age was 30.5. It was shown that the coaches in the smaller schools are a little younger than those in the larger as the mean ages increased from Group I through Group III: 28.4, 30.2, and 31.2. Inasmuch as the average coach was past 30 years of age it is not surprising to ascertain that 75.3 per cent are married, and that only one over thirty was unmarried.

Only seventeen coaches were born in New Mexico, a fact

which might be explained in part because the state is comparatively young and the population has increased rapidly during the past thirty years.

Few coaches have acquired property in New Mexico as only 24.6 of them indicated that they had purchased property in the state. One-half of the property owners were employed in the smaller schools where the towns are smaller and fewer apartments are available than in the larger towns.

EDUCATIONAL TRAINING AND ATHLETIC PARTICIPATION OF COACHES

It was shown that 45.5 per cent of the coaches in New Mexico belonging to the athletic association have graduated from New Mexico institutions. The State University and the State Teachers Colleges have their graduates in 17.3 per cent and 18.5 per cent of the schools respectively.

Only five coaches, or 6.1 per cent, have masters degrees but thirty-eight others have credits toward that degree. The mean number of semester hours that coaches have toward the masters degree is 14.02. Coaches in Group I have the largest mean number of hours--15.76.

Twenty coaches or 25.6 per cent have life certificates and forty-three or 55.1 per cent have five year certificates.

New Mexico has no requirement that coaches have credits in physical education work in order to coach but it was found that 37.1 per cent of the coaches have a major or a minor in

physical education. Thirty-two or 39.6 per cent of the coaches have attended one or more coaching schools and gave as their reason for attendance: to learn the fundamentals of sports, to become acquainted with a certain system of coaching, to meet other coaches.

A large percentage of the coaches have been athletes, either in high school or college, as 81.5 per cent made a first team in high school and 82.8 per cent made a varsity team in college. Twenty-two or 27.1 per cent have continued their athletics as professionals after they left school. Basketball and baseball were played by coaches outside of school teams by 75 per cent and 63 per cent respectively.

EXPERIENCE AND TENURE OF ATHLETIC COACHES

The mean years of experience of athletic coaches is 5.36. The data shows that the larger schools include more coaches with greater experience since by groups the means are: Group I, 3.50 years; Group II, 5.87 years; and Group III, 7.16 years. The average coach had held his present position for approximately four years and, as is true with experience, the tenure increases for the larger schools.

In comparison with other school employees, 26.6 per cent of the coaches in Group I think their tenure is shorter, while 19.2 and 17.3 per cent of Groups II and III respectively think their tenure is shorter.

## SALARIES OF ATHLETIC COACHES

Their was a wide range in salaries among coaches in New Mexico. The lowest salary was $720.00 per year and the highest $2600.00. Five coaches received less that $1000.00. In comparison with other teachers thirty-seven, or 48.6 per cent stated they received more than classroom teachers, while six or 7.8 per cent received less. Thirty-three coaches received about the same as other teachers. It is not a common practice to pay coaches a sum in addition to their regular salary to coach athletic teams since only eleven are so paid.

## DUTIES OF ATHLETIC COACHES IN NEW MEXICO

It was indicated that usually one man does all the coaching in the schools of New Mexico although thirty-one coaches have some assistance. Sixty-four coaches have three or more sports on their program, while 20.9 per cent have five sports for which they are responsible. In addition to their coaching duties, sixty-nine coaches teach five or more periods per day. The largest percentage of those who teach academic subjects was found in the science departments.

In regard to the time spent on sports, it was shown that the schools of New Mexico spend almost half the school year on basketball. This sport is played and coached for a

mean of 14.57 weeks per year. The mean time for all schools spent per day on football is 109.63 minutes for 12.52 weeks. Coaches spend 91.72 minutes per day as a mean for all schools in coaching.

## ATTITUDE OF ATHLETIC COACHES TOWARD COACHING

Coaches in New Mexico were influenced to engage in coaching work because of their interest in young people, their own success as an athlete and the general attractiveness of the position. Fifty of the men who were coaching in 1936 did not expect to continue the work if they could get anything else to do and gave as their reasons: financial remuneration not attractive, tenure too uncertain, future prospects discouraging. Forty-seven of the coaches did not expect to make coaching their life work when they started but have come to like the work. Sixty-eight coaches or 85.0 per cent would not be satisfied to remain permanently in their present position.

## LOCAL CONDITIONS AFFECTING ATHLETIC COACHES AND COACHING

It was indicated that local agencies do not attempt to dictate the athletic policies of schools in New Mexico as seventy-five coaches, or 93.8 per cent, have either practically complete control or a fair amount of authority over athletics. Coaches did not think that the physical education

program over-emphasized athletics but thought that it gave too little opportunity for the non-athletic and too little attention to girls.

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# APPENDIX

## APPENDIX

### SAMPLE QUESTIONNAIRE

### THE STATUS OF ATHLETIC COACHES AND COACHING IN SECONDARY SCHOOLS OF THE NEW MEXICO ATHLETIC ASSOCIATION

No._____

Unless otherwise indicated, or is evident from the nature of the content or questions, answer by placing a cross (X) in the spaces provided. Whenever an answer is to be given in semester or quarter hours, be sure to state which is intended, so indicating by crossing out the inapplicable one. When factors are to be ranked, the most important should be ranked as 1, the next most important as 2, and so on, ranking as many as you think are important and of which you are capable of judging the relative importance.

I. GENERAL INFORMATION

1. Age on nearest birthday _____ years.
2. Married _____; single _____.
3. Number of dependents _____.
4. Place of birth _____ (state).
5. Number of years of residence in New Mexico _____.
6. In comparison with the other teachers in our high school, I am of about the same age as
   (1) The older group of teachers _____;
   (2) The younger group _____;
   (3) The average group _____.
7. Real property owner in New Mexico _____ yes; _____ no.
8. Own or have contracted to purchase the property in which I live _____ yes; _____ no.

II. TRAINING AND ATHLETIC PARTICIPATION

1. Name of the high school from which graduated _____ _____; in the state of _____; year of graduation _____.
2. Bachelor's degree from _____ (institution) in year _____.
   Master's degree from _____ in year _____.
   Doctor's degree from _____ in year _____.
3. The number of credit hours that I have toward the degree that I am now working on is:

   Bachelor's degree _____ (semester hrs.
   (quarter hrs.

Master's degree _____ (semester hrs.
(quarter hrs.

Doctor's degree _____ (semester hrs.
(quarter hrs.

4. The subjects or fields marked with a figure (1) are my major subjects or fields and those marked with a figure (2) are the minor subjects or fields that I have studied or am studying for the degrees indicated:

| | Bachelor's degree | Master's degree | Doctor's degree |
|---|---|---|---|
| Agriculture | _____ | _____ | _____ |
| Chemistry | _____ | _____ | _____ |
| English | _____ | _____ | _____ |
| History | _____ | _____ | _____ |
| Mathematics | _____ | _____ | _____ |
| Biology | _____ | _____ | _____ |
| Psychology | _____ | _____ | _____ |
| Business Adm. | _____ | _____ | _____ |
| Economics | _____ | _____ | _____ |
| Education | _____ | _____ | _____ |
| Foreign language | _____ | _____ | _____ |
| Political science or government | _____ | _____ | _____ |
| Physical education | _____ | _____ | _____ |
| Sociology | _____ | _____ | _____ |
| Geology | _____ | _____ | _____ |
| Engineering | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

5. The number of hours of training above high school that I have had in New Mexico institutions is:

(1) Undergraduate _____ (semester hrs.
(quarter hrs.

Graduate _____ (semester hrs.
(quarter hrs.

(2) I have had in New Mexico institutions

In Education _____ (semester hrs.
(quarter hrs.

In Physical Ed._____ (semester hrs.
(quarter hrs.

6. My grades in college as an undergraduate were:

Above average _____
Below average _____
Average _____

7. Courses taken in coaching or physical education:

| | |
|---|---|
| Physical education required of all undergraduates | ____(semester hrs.<br>____(quarter hrs. |
| Anthropometry | ____(semester hrs.<br>____(quarter hrs. |
| Corrective gymnastics | ____(semester hrs.<br>____(quarter hrs. |
| Coaching athletics | ____(semester hrs.<br>____(quarter hrs. |
| Apparatus | ____(semester hrs.<br>____(quarter hrs. |
| Military science | ____(semester hrs.<br>____(quarter hrs. |
| Physiology | ____(semester hrs.<br>____(quarter hrs. |
| Anatomy | ____(semester hrs.<br>____(quarter hrs. |
| Organization and administration of physical education | ____(semester hrs.<br>____(quarter hrs. |
| Organization and administration of athletics | ____(semester hrs.<br>____(quarter hrs. |
| Organization and administration of intramural sports | ____(semester hrs.<br>____(quarter hrs. |
| History of physical education | ____(semester hrs.<br>____(quarter hrs. |
| First aid | ____(semester hrs.<br>____(quarter hrs. |
| Swimming | ____(semester hrs.<br>____(quarter hrs. |
| Boxing | ____(semester hrs.<br>____(quarter hrs. |
| Wrestling | ____(semester hrs.<br>____(quarter hrs. |
| Clubs and wands | ____(semester hrs.<br>____(quarter hrs. |

Woodcraft _____ (semester hrs.
_____ (quarter hrs.

Scouting _____ (semester hrs.
_____ (quarter hrs.

_____ _____ (semester hrs.
_____ (quarter hrs.

_____ _____ (semester hrs.
_____ (quarter hrs.

8. Summer coaching schools attended

| Schools | Year | Length of term | Credit |
|---|---|---|---|
| _____ | ____ | _____ | _____ (semester hrs. (quarter hrs. |
| _____ | ____ | _____ | _____ (semester hrs. (quarter hrs. |
| _____ | ____ | _____ | _____ (semester hrs. (quarter hrs. |
| _____ | ____ | _____ | _____ (semester hrs. (quarter hrs. |

9. Reasons for having attended summer coaching schools ranked in order of importance:
   - To learn fundamentals of sports _____
   - To familiarize self with some particular system of athletics, as Warner, Rockne, Allen, Meanwell _____
   - To raise certificate _____
   - To meet other coaches _____
   - To gain increase in salary _____
   - To obtain college credit _____
   - To meet requirements of local school board _____
   - For recreation _____
   - _____ _____
   - _____ _____

10. Type of New Mexico teaching certificate that I hold is:
    - High School
      - Three-year high school _____
      - Five-year high school _____
      - High school life _____
    - Elementary
      - Provisional (one year) _____
      - Elementary (two year) _____
      - First grade _____

Elementary (continued)
Three-year professional ____
Elementary life ____

Special ____

None ____

_____ ____

_____ ____

11. The following have proved most valuable to me as a coach, ranked in order of importance:
Courses in psychology ____
Courses in methods of teaching ____
Courses in athletic coaching ____
Experience as a player ____
Experience as a coach ____
Observation of athletics ____
Books on athletics and athletic periodicals ____
Contacts with other coaches ____

_____ ____

_____ ____

12. Athletic teams or squads of which I was a member in high school:

| | Member of regular or reserve squad | Made first team |
|---|---|---|
| Football | ____ | ____ |
| Basketball | ____ | ____ |
| Baseball | ____ | ____ |
| Track | ____ | ____ |
| Tennis | ____ | ____ |
| _____ | ____ | ____ |
| _____ | ____ | ____ |

13. Athletic squads or teams of which I was a member in college:

| | Member of class squad | Member of reserve squad | Member of varsity squad |
|---|---|---|---|
| Football | _____ | _____ | _____ |
| Basketball | _____ | _____ | _____ |
| Track | _____ | _____ | _____ |
| Baseball | _____ | _____ | _____ |

13. (continued)

| | Member of class squad | Member of reserve squad | Member of varsity squad |
|---|---|---|---|
| Tennis | | | |
| Wrestling | | | |
| Boxing | | | |
| Lacrosse | | | |
| Hockey | | | |
| Swimming | | | |
| Gymnastics | | | |
| Fencing | | | |
| Water polo | | | |
| Equestrian polo | | | |
| Cross country skiing | | | |
| Soccer | | | |
| | | | |
| | | | |

14. Sports in which letters or awards were won (the number of awards in each being indicated by numbers 1, 2, 3, etc.).

| | Class numerals or similar award | Reserve letter or similar award | Varsity letter or similar award |
|---|---|---|---|
| Football | | | |
| Basketball | | | |
| Track | | | |
| Baseball | | | |
| Tennis | | | |
| Wrestling | | | |
| Boxing | | | |
| Lacrosse | | | |
| Hockey | | | |
| Swimming | | | |
| Gymnastics | | | |
| Fencing | | | |
| Water polo | | | |
| Eques. polo | | | |
| Cross coun. skiing | | | |
| Soccer | | | |
| | | | |

15. Have participated in the following sports as an individual or as a member of organizations other than schools:

Football _____
Basketball _____
Track _____
Baseball _____
Wrestling _____
Boxing _____

_____ _____

_____ _____

_____ _____

16. Have participated in athletics, other than as a coach, for financial or other valuable remuneration _____ yes; _____ no.

III. COACHING EXPERIENCE AND TENURE

1. Total number of years coaching experience _____.
2. Number of years of coaching experience in New Mexico high schools or secondary schools _____.
3. Coaching experience in other states

| States | Number of years |
|---|---|
| _____ | _____ |
| _____ | _____ |

4. Longest number of years coached in one school system _____ years;
shortest number of years coached in one school system _____ years.
5. Number of years in present position _____ years.
6. In comparison with other employees in our school system the tenure of coaches is
   Long _____
   About same _____
   Short _____
7. The following factors or characteristics are the most influential in the retention of the position of coach in our school, ranked in order of importance.
   Produce winning teams _____
   Influence of coach on community _____
   Attitude of school authorities toward security of tenure for all efficient teachers _____

Moral standard set or advocated _____
Politics or pressure brought to bear on board of education _____
Social position held in community _____
Personal popularity _____
General success in teaching _____
General physical education program _____
Influence of board member or members in coach's behalf _____
_____ _____
_____ _____

IV. SALARY

1. My annual salary is $_____ paid in _____ monthly payments.
2. In comparison with the salaries of each of the following in our school, training and experience taken into consideration, my salary is:
   In comparison to superintendent: higher _____; about the same _____; lower _____.
   In comparison to principal: higher _____; about the same _____; lower _____.
   In comparison to head of department: higher _____; about the same _____; lower _____.
   In comparison to class room teacher: higher _____; about the same _____; lower _____.
3. My salary is higher than that of other comparable school employees on account of the fact that I am athletic coach _____ yes; _____ no.
4. I am paid a certain amount for teaching and paid an additional amount for coaching _____ yes; _____ no.
5. The additional amount paid for coaching is $ _____ annually.
6. My salary is adequate to provide for my needs on the level or standards of living that my position should afford and which would be desirable in our community. _____ yes; _____ no.
7. I am able to save some from my salary _____ yes; _____ no.
8. My savings at the present time in the form of insurance, investments, etc., at the present rate, will be adequate to keep me and my dependents when I reach the normal or usual retirement age _____ yes; _____ no.
9. Comparatively my economic status as measured by my salary is: Getting better ____; remains about the same ____; getting worse.

V. DUTIES

1. I coach or am directly responsible for the following sports:

| | |
|---|---|
| Football | _____ |
| Basketball | _____ |
| Track | _____ |
| Baseball | _____ |
| Tennis | _____ |
| Golf | _____ |
| _____ | _____ |
| _____ | _____ |

2. The following intramural sports are:

| | Part of our program | Under my supervision |
|---|---|---|
| Playground ball | _____ | _____ |
| Wrestling | _____ | _____ |
| Boxing | _____ | _____ |
| Soccer | _____ | _____ |
| Basketball | _____ | _____ |
| Football | _____ | _____ |
| Baseball | _____ | _____ |
| Tennis | _____ | _____ |
| Golf | _____ | _____ |

3. In addition to coaching I teach the following:

| | Average number of classes each day | Average number of minutes in each class prd. |
|---|---|---|
| Agriculture | _____ | _____ |
| Science | _____ | _____ |
| Mathematics | _____ | _____ |
| English | _____ | _____ |
| History | _____ | _____ |
| Physical education | _____ | _____ |
| Manual training | _____ | _____ |
| Commercial | _____ | _____ |
| Auto mechanics | _____ | _____ |
| Elementary or grade school | _____ | _____ |
| Band | _____ | _____ |
| Orchestra | _____ | _____ |
| Foreign language | _____ | _____ |
| Choral | _____ | _____ |
| Study halls | _____ | _____ |
| _____ | _____ | _____ |

4. I have assistants in:

| | | Number |
|---|---|---|
| Football | _____ | _____ |
| Basketball | _____ | _____ |
| Track | _____ | _____ |
| Baseball | _____ | _____ |
| Intramurals | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

5. Time spent on each of the following during season:

| | Minutes each day | Days each week | Weeks each season |
|---|---|---|---|
| Football | _____ | _____ | _____ |
| Basketball | _____ | _____ | _____ |
| Baseball | _____ | _____ | _____ |
| Track | _____ | _____ | _____ |
| Intramurals | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

6. Approximate number of students met each day during seasons:

| | |
|---|---|
| Physical education classes | _____ |
| Football | _____ |
| Basketball | _____ |
| Track | _____ |
| Baseball | _____ |
| Intramural sports | _____ |
| Teaching subjects | _____ |
| _____ | _____ |
| _____ | _____ |

7. Coach girls in the following sports or activities:

| | |
|---|---|
| Basketball | _____ |
| Soccer | _____ |
| Physical education classes | _____ |
| Playground ball | _____ |
| Swimming | _____ |
| Volleyball | _____ |
| Field hockey | _____ |
| Dancing | _____ |
| _____ | _____ |
| _____ | _____ |

8. Occupy the following positions in addition to my position as coach and teacher:
   - Superintendency _____
   - Principalship _____
   - Guidance director _____
   - Debate coach _____
   - Boys advisor _____
   - _____ _____
   - _____ _____

VI. ATTITUDE TOWARD COACHING

1. The factors which influenced me to engage in coaching were, ranked in order of importance:
   - One of my class room teachers, principals, or school advisors _____
   - One of my coaches _____
   - My interest in boys _____
   - Means of getting teaching position _____
   - Economic need _____
   - My success as an athlete _____
   - Lack of other opportunities _____
   - My definite vocational choice _____
   - Drifted in _____
   - General attractiveness of the position _____
2. Expect to make coaching my profession or life work _____ yes; _____ no.
3. Expected to make coaching my profession or life work when I entered it _____ yes; _____ no.
   (If your answer to No. 3 is "No" and you now expect to make coaching your profession, then answer No. 4 and omit No. 5. If your answer to No. 3 is "Yes" and you no longer expect to make coaching your profession, omit No. 4 and answer No. 5.)
4. Although I did not expect to make coaching my permanent work when I first entered it, I have changed my mind and decided to continue to coach on account of these factors, ranked in order of importance:
   - Have come to like the work _____
   - Degree of success has been encouraging _____
   - Financial remuneration and outlook have proved attractive _____
   - Cannot see that I could better self by change _____
   - Future prospects encouraging _____

Too much invested in education and experience to change ____
Home life and cares have made change difficult ____

5. Have changed my mind since I entered coaching and have decided to seek other employment when the opportunity comes on account of these factors, ranked in order of importance.
   - Developed dislike for the work ____
   - Degree of success has been discouraging ____
   - Financial remuneration and outlook have not proved attractive ____
   - Future prospects discouraging ____
   - Social and professional status too low ____
   - Tenure too uncertain ____
   - Too routine, not creative or challenging ____
   - Too much contact with immature minds ____
   - Removes one from actual life ____
   - Position not considered of manly or masculine type ____
   - Success too much dependent upon community wishes and upon "begging" ____

6. Engaged in coaching at present on account of the following, ranked in order of importance:
   - Economic need ____
   - Stepping stone to some other type of work ____
   - Because remuneration is higher than for teachers ____
   - Opportunity for contact with people in community ____
   - _____ ____
   - _____ ____

7. Would be satisfied to continue permanently in present position _____ yes; _____ no.

8. The features I like best in my work or that I consider as inducements to hold me in my work, ranked in order of importance are:
   - Spirit of competition ____
   - Opportunity for character building and social service ____
   - Prestige in community ____
   - Comparatively high salary ____
   - Position of authority ____
   - Relatively easy work ____
   - Outdoor activity ____
   - Ease of instructing and disciplining pupils owing to their interest in athletics ____
   - _____ ____

9. The characteristics of my work that I find disagreeable, ranked in order of importance:
   - Inadequate salary ____
   - Too much work, requiring long hours ____
   - Unfair criticism by fans ____
   - Teaching regular classes ____
   - Being held up as an example in the community ____
   - Limitations on personal and social life or freedom ____
   - Coaching sports in which not interested ____
   - Interference by administrators ____
   - Eligibility of players ____
   - Taking teams on trips ____
   - Lack of proper faculty or student cooperation ____
   - Lack of proper community cooperation ____
   - _____ ____
   - _____ ____

10. I would make the following recommendations for improving the status of coaches or athletic coaching in New Mexico:
   - Special certificates for coaches ____
   - Requiring special preparation for coaches ____
   - College degree as a minimum ____
   - More careful selection of coaches by school authorities ____
   - Greater security of tenure ____
   - Higher salaries ____
   - Higher ethical standards among coaches ____
   - Less emphasis on winning teams ____
   - Reorganization of our physical education program ____
   - Abolition of state tournaments ____
   - Establishment of state football championship ____
   - Less catering to community wishes ____
   - Shorter athletic seasons and a more varied program ____
   - _____ ____
   - _____ ____

VII. LOCAL SCHOOL CONDITIONS AFFECTING ATHLETIC COACHES AND COACHING

1. Approximate average enrollment in high school or secondary school which I am now coaching: Boys ____ Girls _____.

2. Our high school or secondary school includes grades _____ to _____ inclusive.

3. The school authorities employed me primarily as
   - Coach of athletics _____
   - Instructor of physical education _____
   - Teacher _____
   - Administrator _____
   - _____ _____
   - _____ _____

4. Coaching at present:
   - By choice _____
   - Assigned position by school authorities _____
   - Temporarily to fill vacancy _____
   - In opposition to my desires or wishes _____ yes; _____ no.
   - _____ _____
   - _____ _____

5. Our physical education program is
   - Well planned _____
   - Poorly planned _____
   - Over-emphasizes competitive athletics _____
   - Too formal in content and method _____
   - Has practically no physical education _____
   - Affords little opportunity for the non-athletic _____
   - Gives too little attention to girls _____
   - _____ _____
   - _____ _____

6. Our physical education program is:
   - As recommended by the coach _____
   - Prescribed by the superintendent _____
   - Prescribed by the principal _____
   - No one seems to claim responsibility for it _____
   - _____ _____
   - _____ _____

7. An athletic coach in our school has
   - Practically complete authority over athletics _____
   - Practically no authority over athletics _____
   - Fair amount of authority _____

8. The responsibility of an athletic coach in our school in proportion to his authority is
   Too little _____
   About same _____
   Too great _____

9. The following attempt to control athletics in our school to the extent that they handicap a coach in promoting an athletic program that is educationally sound.
   School board _____
   Superintendent _____
   Principal _____
   Faculty _____
   Student body _____
   Local boosters club _____
   Community in general _____
   _____ _____
   _____ _____

10. Our school system has the proper cooperation in athletics and physical education from each of the following:
   School board _____
   Superintendent _____
   Principal _____
   Faculty _____
   Student body _____
   Local boosters club _____
   Community in general _____
   _____ _____
   _____ _____

11. The following factors operate in our school to encourage or discourage the development of winning teams. (As many factors as operate should be marked.)

| | Favorable to winning teams | Unfavorable to winning teams |
|---|---|---|
| School authorities strongly encourage building winning teams | _____ | _____ |
| Community wants and encourages winning teams | _____ | _____ |
| Adequate financial support | _____ | _____ |
| Good material to coach | _____ | _____ |

| | Favorable to winning teams | Unfavorable to winning teams |
|---|---|---|
| Adequate physical plant and facilities | _____ | _____ |
| Strong rivalry with opponents | _____ | _____ |
| Strong competition within easy travel distance | _____ | _____ |
| Good faculty cooperation | _____ | _____ |
| Strong student morale and support | _____ | _____ |
| Teachers too hard on athletes | _____ | _____ |
| Competent coaching | _____ | _____ |
| Attraction of good players | _____ | _____ |
| Local conditions favorable to encouraging attendance of athletes | _____ | _____ |
| Good morale and dependability of team members | _____ | _____ |

REMARKS OR COMMENTS:

Date Due

| | | | |
|---|---|---|---|
| JUL 24 39 | JUL 29 1957 | | |
| | JUL 25 RECD | | |
| MAR - 5 '40 | | MAY - 7 1962 | |
| JUL 19 '40 | | | |
| 6-16-41 | | MAY 10 RECD | |
| SEP 5 '42 | | JUN 21 1962 | |
| AP 19 47 | | | |
| MAY 7 1952 | | | |
| | APR 7 1952 | | |
| JAN 15 1952 | | | |
| JAN 18 1954 | | | |
| JUL 7 1954 | | | |
| | | APR 7 '70 RECD | |
| JUL 21 1954 | | | |
| APR 1 1955 | RECD UNM NOV 27 '70 | | |
| AUG 10 1956 | | | |
| NOV 17 1956 | | | |
| OCT 2 7 RECD | | | |
| 1981 OCT 7 | | | |