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

Frank Merril Wilson

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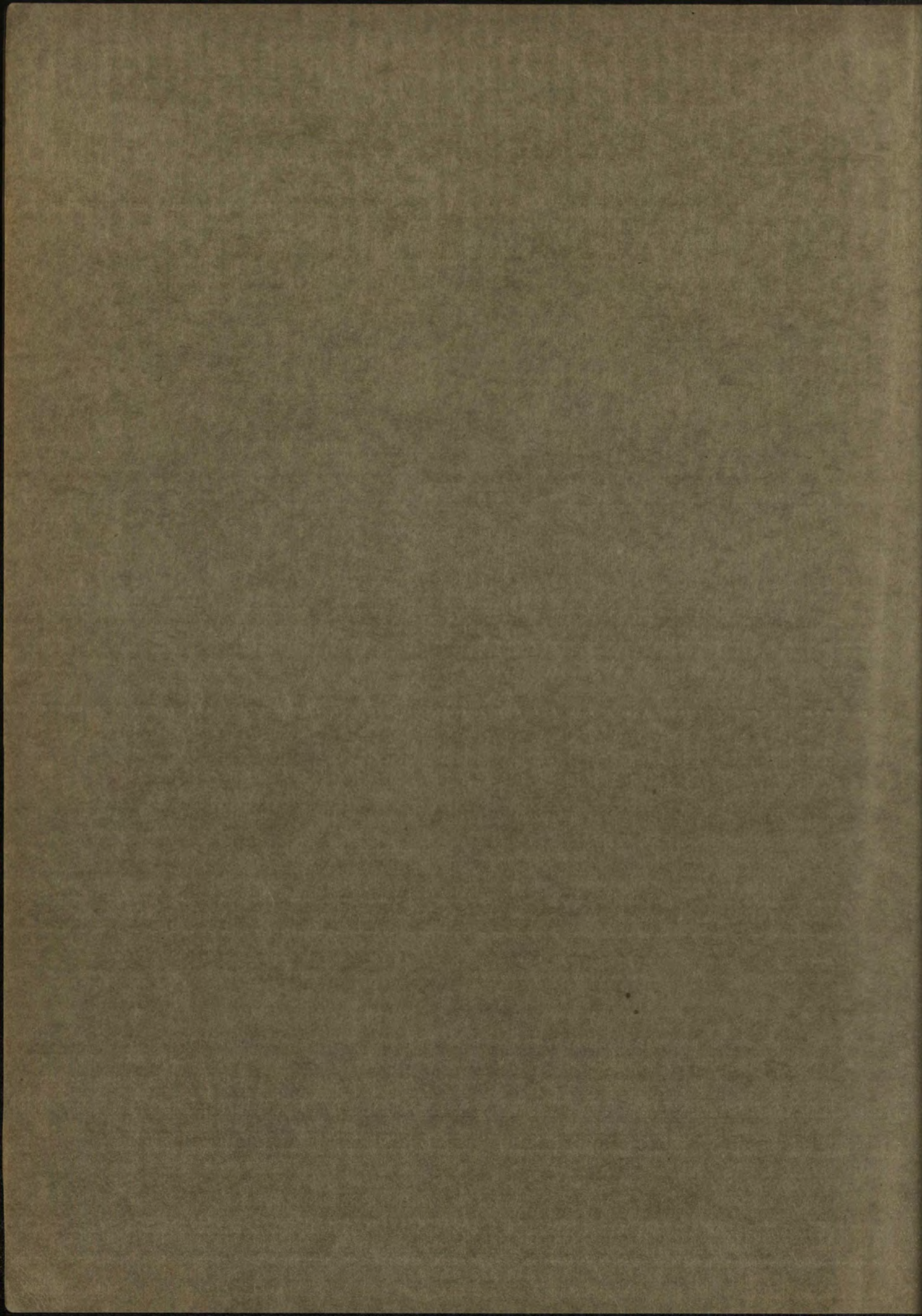
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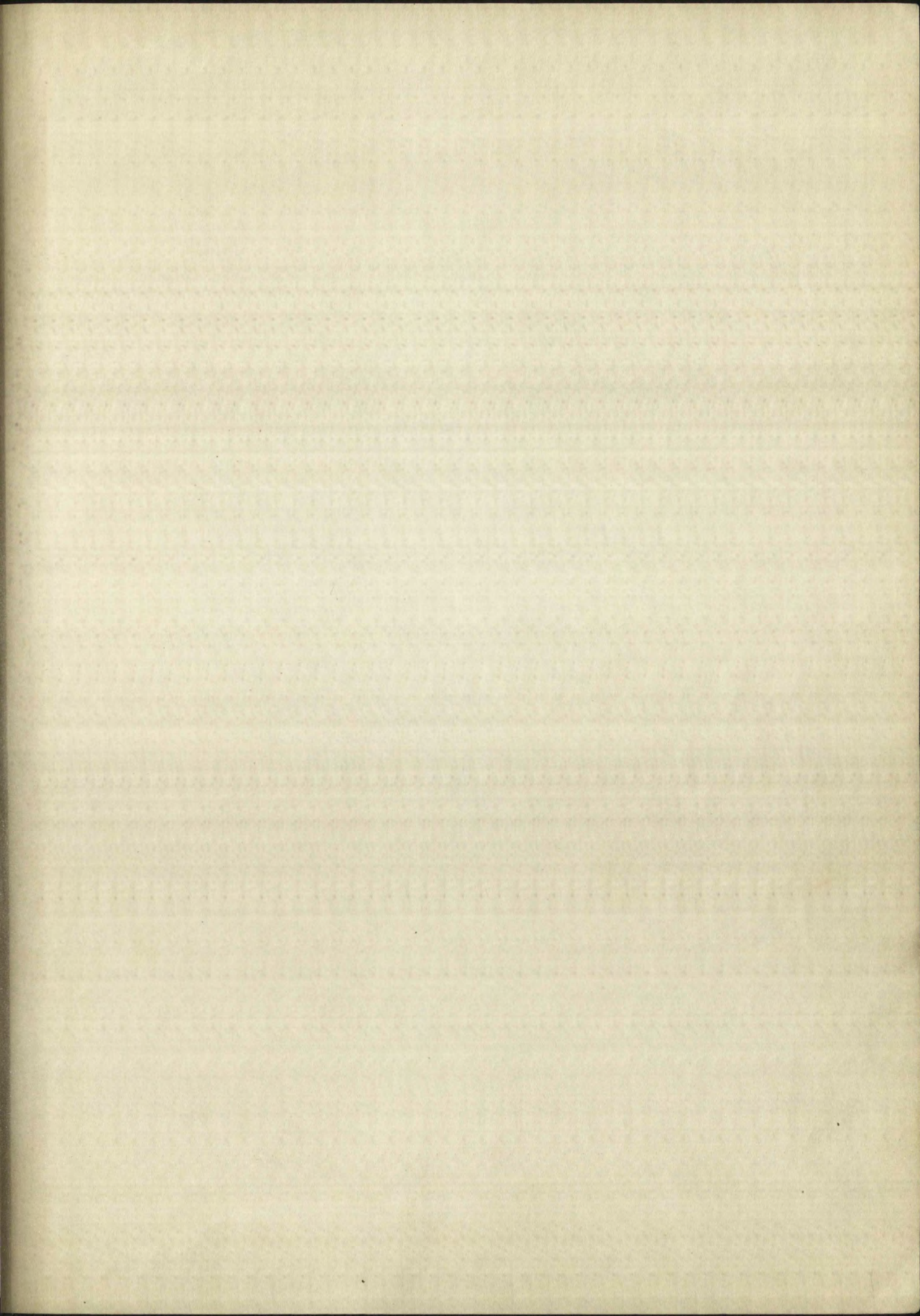




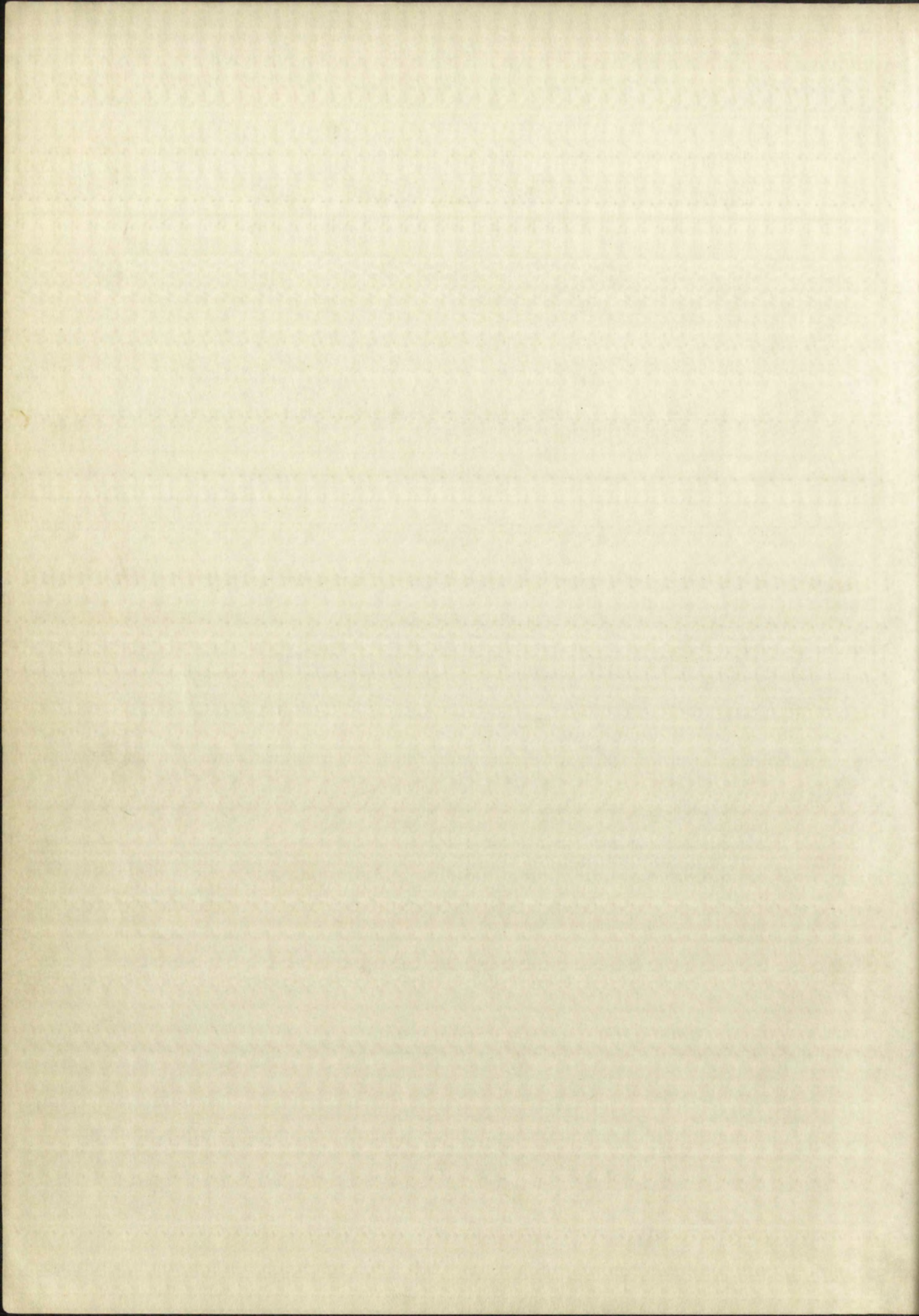














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THE STATUS OF ATHLETIC COACHES AND COACHING  
IN SECONDARY SCHOOLS OF THE NEW MEXICO  
ATHLETIC ASSOCIATION

By  
Frank Merrill Wilson

A Thesis  
Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts in Education

University of New Mexico

1938



REPORT

OF THE

UNITED STATES  
DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF ENGINEERS

WATERWAYS EXPERIMENTAL STATION

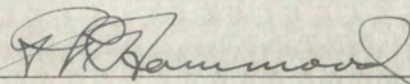
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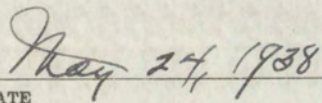


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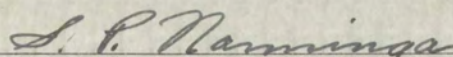
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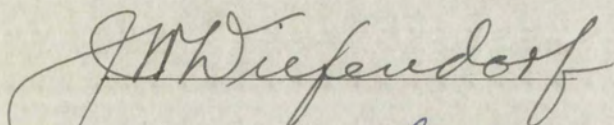
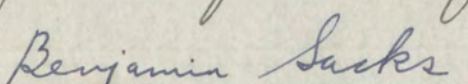
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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
The nature of the study . . . . .	1
Previous related studies . . . . .	1
Source of data . . . . .	6
Procedure . . . . .	7
II. GENERAL INFORMATION . . . . .	9
The age of athletic coaches . . . . .	9
The marital status of athletic coaches . . . . .	11
Residence in New Mexico . . . . .	12
Age in comparison with other teachers . . . . .	12
Coaches as property owners in New Mexico . . . . .	13
Summary of findings . . . . .	14
III. EDUCATIONAL TRAINING AND ATHLETIC	
PARTICIPATION OF COACHES . . . . .	16
Teachers certificates held by coaches . . . . .	19
Training in New Mexico institutions . . . . .	21
Majors and minors in physical education . . . . .	24
Courses taken by coaches in coaching	
athletics and physical education . . . . .	25
Summer coaching schools . . . . .	29
Athletic record in high school and	
college . . . . .	33



# THE HISTORY OF THE UNITED STATES

## CONTENTS

### CHAPTER

I. INTRODUCTION	1
II. THE EARLY HISTORY OF THE UNITED STATES	10
III. THE REVOLUTIONARY WAR	25
IV. THE EARLY REPUBLIC	40
V. THE WESTERN EXPANSION	55
VI. THE CIVIL WAR	70
VII. THE RECONSTRUCTION	85
VIII. THE GROWTH OF THE UNITED STATES	100
IX. THE PRESENT POSITION OF THE UNITED STATES	115



	111
CHAPTER	PAGE
Summary of findings . . . . .	37
IV. EXPERIENCE AND TENURE OF ATHLETIC COACHES . .	39
Total years of experience . . . . .	39
Tenure in New Mexico . . . . .	41
Tenure of coaches in present position . . .	41
Tenure as compared with other school employees . . . . .	43
Factors in the retention of a position . .	45
Summary of findings . . . . .	47
V. SALARIES OF ATHLETIC COACHES . . . . .	48
Salary status as compared with other employees . . . . .	50
Coaches paid extra for coaching . . . . .	51
Summary of findings . . . . .	53
VI. DUTIES OF ATHLETIC COACHES IN NEW MEXICO . .	54
Number of teams coached . . . . .	54
Intramural sports in schools . . . . .	56
Academic subjects taught by coaches . . . .	56
Number of periods coaches teach per day . .	59
Coaches teaching majors and minors . . . .	61
Time spent on sports . . . . .	62
Time spent on sports by weeks . . . . .	66
Approximate number of boys met in sports during seasons . . . . .	71



Section 11.11

#### IV. THE CHINESE AND THE UNITED STATES

Local terms of association

Terms in the United States

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States

#### V. ANALYSIS OF THE CHINESE AND THE UNITED STATES

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States

#### VI. THE CHINESE AND THE UNITED STATES

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States

Terms of association in the United States



	iv
CHAPTER	PAGE
Other duties which coaches perform	
besides coaching and teaching . . . . .	73
Summary of findings . . . . .	73
VII. ATTITUDE OF ATHLETIC COACHES TOWARD COACHING	76
Characteristics of coaching which coaches	
like and dislike . . . . .	81
Recommendations for improving the status	
of coaches and coaching in New Mexico	
high schools . . . . .	84
Summary of findings . . . . .	86
VIII. LOCAL CONDITIONS AFFECTING ATHLETIC	
COACHES AND COACHING . . . . .	88
Employment of coaches . . . . .	88
Status of the Phys. Ed. programs in member	
schools of the N. M. H. S. A. A.	90
Groups in school or community which either	
cooperate with or attempt to control	
athletics . . . . .	92
Factors which may encourage or discourage	
the development of winning teams . . . . .	95
Summary of findings . . . . .	98
IX. CONCLUSIONS . . . . .	99
BIBLIOGRAPHY . . . . .	105
APPENDIX . . . . .	106



Other factors...

besides...

Summary of...

VII. ATTITUDE...

Characteristics...

Life and...

Recommendations...

of...

high school...

Summary of...

VIII. LOCAL CONDITIONS...

Teachers and...

Expanding...

Status of...

schools of...

Groups in...

cooperate...

athletic...

Teachers who...

The development...

Summary of...

IX. CONCLUSIONS...

Recommendations...

APPENDIX...

...



# LIST OF TABLES

TABLE	PAGE
I. Distribution of Coaches According to the Enrollment of the High Schools in Which They Coach . . . . .	7
II. The Age of Athletic Coaches . . . . .	10
III. Marital Status of Athletic Coaches . . . . .	11
IV. Age Groups with Which Coaches Identify Themselves . . . . .	13
V. Coaches as Property Owners in New Mexico . . . . .	14
VI. Distribution of Coaches Who Have the Bachelors Degree According to Institution Granting the Degree . . . . .	18
VII. Distribution of Coaches Who Have the Masters Degree According to Institution Granting the Degree . . . . .	19
VIII. Graduate Hours Earned by Coaches Who Are Working on a Masters Degree . . . . .	20
IX. Types of Certificates Held by Coaches . . . . .	22
X. Total Semester Hours in Graduate Work, Education, and Physical Education in New Mexico Institutions . . . . .	23
XI. Distribution of Coaches by Their Majors and Minors in Physical Education . . . . .	25



# LIST OF CONTENTS

PAGE

I.	Distribution of ...	1
II.	Enrollment in ...	2
III.	Which They Teach	3
IV.	The Age of ...	4
V.	Vertical Status of ...	5
VI.	Age Groups with ...	6
VII.	Themselves	7
VIII.	Conches as Property	8
IX.	Distribution of Conches	9
X.	Teacher's Degree	10
XI.	Instruction Given by ...	11
XII.	Distribution of Conches	12
XIII.	Teacher's Degree	13
XIV.	Instruction Given by ...	14
XV.	Conches Have ...	15
XVI.	Working on a ...	16
XVII.	Types of ...	17
XVIII.	Total ...	18
XIX.	Education and ...	19
XX.	New Mexico ...	20
XXI.	Distribution of Conches	21
XXII.	and ...	22



## TABLE

## PAGE

XII.	Course in Coaching and Physical Education	
	Taken by Coaches . . . . .	27
XIII.	Summer Coaching Schools Attended . . . . .	29
XIV.	Reasons for Attendance at Summer	
	Coaching Schools . . . . .	30
XV.	Factors in Preparation Considered	
	Valuable to Athletic Coaches . . . . .	32
XVI.	Athletic Record of Coaches in High	
	School and College . . . . .	34
XVII.	Athletic Participation of Coaches Past	
	School Years . . . . .	36
XVIII.	Experience of Athletic Coaches . . . . .	40
XIX.	Tenure of Coaches in New Mexico . . . . .	42
XX.	Tenure in Present Position . . . . .	44
XXI.	Coaches Estimate of Their Tenure in	
	Comparison with Other Teachers . . . . .	45
XXII.	Factors Which Coaches Think Influence	
	the Retention of Position . . . . .	46
XXIII.	Distribution of Athletic Coaches	
	by Salaries . . . . .	49
XXIV.	Salary Installments . . . . .	50
XXV.	Salary Status as Compared with That of	
	Other School Employees . . . . .	52



.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	10
.....	11
.....	12
.....	13
.....	14
.....	15
.....	16
.....	17
.....	18
.....	19
.....	20
.....	21
.....	22
.....	23
.....	24
.....	25
.....	26
.....	27
.....	28
.....	29
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.....	31
.....	32
.....	33
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.....	36
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.....	78
.....	79
.....	80
.....	81
.....	82
.....	83
.....	84
.....	85
.....	86
.....	87
.....	88
.....	89
.....	90
.....	91
.....	92
.....	93
.....	94
.....	95
.....	96
.....	97
.....	98
.....	99
.....	100



## TABLE

XXVI.	Distribution of Coaches by Number of Teams They Coach . . . . .	55
XXVII.	Intramural Games or Sports Directed by Coaches . . . . .	57
XXVIII.	Combination of Coaching and Academic Subjects . . . . .	58
XXIX.	Number of Periods Coaches Teach . . . . .	60
XXX.	Distribution of Coaches Teaching Majors, Minors, Majors and Minors, Neither Majors nor Minors . . . . .	61
XXXI.	Time Spent on Sports Per Day for the Season . . . . .	63
XXXII.	Time Spent on Sports by Weeks . . . . .	68
XXXIII.	Approximate number of Boys in Sports . . . . .	72
XXXIV.	Positions Other Than Coaching and Teaching Which Coaches Occupy . . . . .	74
XXXV.	Factors Influencing Coaches to Engage in Coaching . . . . .	77
XXXVI.	Attitude of Coaches Toward Coaching as Their Life Work . . . . .	79
XXXVII.	Satisfied to Remain in Your Present Position . . . . .	81
XXXVIII.	Features Coaches Find Agreeable and Those Which are Disagreeable to Them . . . . .	82



# TABLE

XXVI.	Distribution of subjects	1
XXVII.	Terms They Teach	2
XXVIII.	Instrumental Cases of Subjects	3
XXIX.	by Cases	4
XXX.	Combination of Subjects	5
XXXI.	Subjects	6
XXXII.	Number of Subjects	7
XXXIII.	Distribution of Subjects	8
XXXIV.	Subjects, Majors and Minors	9
XXXV.	Majors not Minors	10
XXXVI.	Time Spent on Subjects	11
XXXVII.	Subjects	12
XXXVIII.	Time Spent on Subjects	13
XXXIX.	Approximate number of subjects	14
XL.	Positions Other Than Majors	15
XLI.	Teaching Which Subjects	16
XLII.	Factors Influencing Teaching	17
XLIII.	in Teaching	18
XLIV.	Attitude of Subjects	19
XLV.	Their Life Work	20
XLVI.	Related to Research in Teaching	21
XLVII.	Positions	22
XLVIII.	Positions Outside the University	23
XLIX.	Which are Discovered	24



## TABLE

## PAGE

XXXIX.	Recommendations for Improving the Status of Coaches and Coaching in New Mexico .	85
XL.	Distribution of Coaches by the Type of Position They Occupy . . . . .	89
XLI.	Coaches Authority Over Athletics and Responsibility for the Athletic Program . . . . .	91
XLII.	Status of the Physical Education Program .	93
XLIII.	Local Agencies Which Attempt to Control Athletics . . . . .	94
XLIV.	Factors Which Are Thought to be Favorable or Unfavorable for the Development of Winning Teams . . . . .	96



TABLE

XXIX.

XII.

XIII.

XIV.

XV.

XVI.

EXHIBIT BOND



## CHAPTER I

### INTRODUCTION

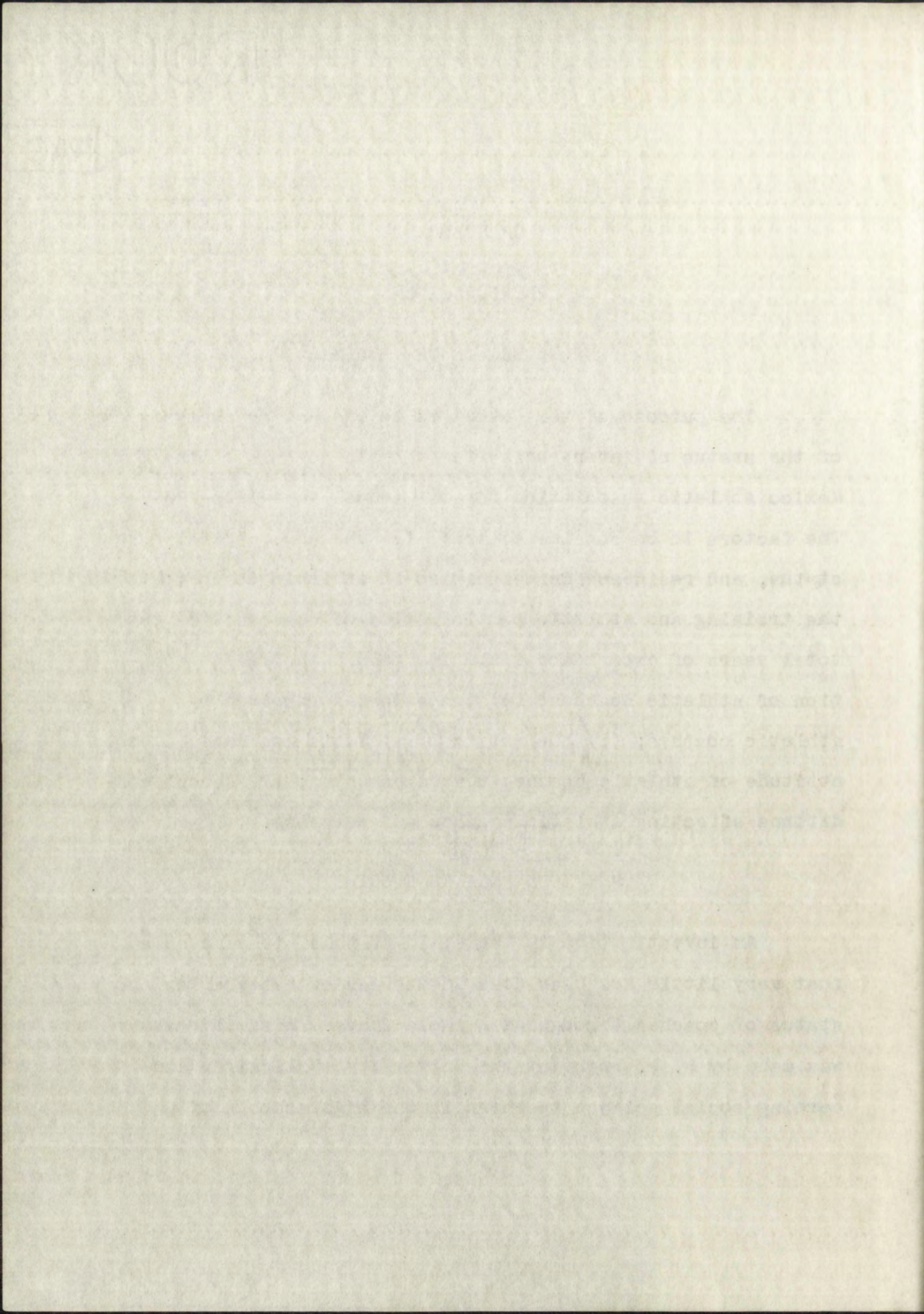
#### THE NATURE OF THE STUDY

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.<sup>1</sup>

B. E. Wiggins, in 1929, made an investigation of the relationship between regular classwork and coaching assignments in the high schools of Columbus, Ohio.<sup>2</sup> 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?"<sup>3</sup> 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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<sup>1</sup> 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.

<sup>2</sup> 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.

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







in Ohio.<sup>4</sup> 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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<sup>4</sup> 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,<sup>5</sup> 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

---

<sup>5</sup> 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.

It also found that 12.5 per cent of the students

had attended college for a year or less, and 10.5

those giving this training being substantially

supported colleges with similar facilities.

of Michigan.

There were 10.5 per cent of the students who had

certificates without degrees while 11.5 per cent had

master's degrees.

The mean number of semester hours of college

education was 28.75 with a range of 10 to 40.

In the larger schools having more students, the range

occurred in the smaller systems.

When learning programs were studied, it was found that

45 per cent were teaching their students to read, 11.5 per

cent were teaching their science, 27.5 per cent their

history and civics, while 17.5 per cent were teaching

their major new subject matter subjects.

That part of the study relative to distribution

of subjects showed that the most common subjects

was 7.5 years. The range of subjects was from 1 to 12.

There, the extent of subjects was from 1 to 12.

The area of the study relative to subjects

from 1 to 12 years, the mean was 7.5 years.

The average person was in the 12th year of school.



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<sup>6</sup> 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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<sup>6</sup> 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 following table shows the number of persons who were  
 of the age of 15 years and over, and the number of persons  
 of the age of 15 years and under, who were employed in the  
 various occupations, in the year 1900. The number of persons  
 of the age of 15 years and over, who were employed in the  
 various occupations, is given in the column headed "Total".  
 The number of persons of the age of 15 years and under,  
 who were employed in the various occupations, is given in the  
 column headed "Total".

TABLE I

The number of persons who were employed in the various  
 occupations, in the year 1900, is given in the column  
 headed "Total". The number of persons of the age of 15  
 years and under, who were employed in the various occupa-  
 tions, is given in the column headed "Total".

TABLE I

EMPLOYMENT OF PERSONS ACCORDING TO SEX AND AGE

Group	Male	Female	Total
I	10	5	15
II	15	10	25
III	20	15	35
Total	45	30	75



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-



THE ASSOCIATION

The purpose of this chapter is to present the information about the association in a general way. The association is a voluntary organization of persons who have received the degree of Bachelor of Science in Business Administration from the University of California at Berkeley. The association is organized into four divisions: the Executive Division, the Professional Division, the Student Division, and the Young Men's Division. The Executive Division is composed of persons who are currently employed by the University of California at Berkeley. The Professional Division is composed of persons who are currently employed by other organizations. The Student Division is composed of persons who are currently students at the University of California at Berkeley. The Young Men's Division is composed of persons who are currently members of the Young Men's Christian Association. The association is organized into four divisions: the Executive Division, the Professional Division, the Student Division, and the Young Men's Division. The Executive Division is composed of persons who are currently employed by the University of California at Berkeley. The Professional Division is composed of persons who are currently employed by other organizations. The Student Division is composed of persons who are currently students at the University of California at Berkeley. The Young Men's Division is composed of persons who are currently members of the Young Men's Christian Association. The association is organized into four divisions: the Executive Division, the Professional Division, the Student Division, and the Young Men's Division. The Executive Division is composed of persons who are currently employed by the University of California at Berkeley. The Professional Division is composed of persons who are currently employed by other organizations. The Student Division is composed of persons who are currently students at the University of California at Berkeley. The Young Men's Division is composed of persons who are currently members of the Young Men's Christian Association.



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		Group II		Group III		Total	
	No.	%	No.	%	No.	%	No.	%
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.



These two parties have been in the same position for some time.

Blackburn

The following table shows the results of the

in view of the fact that the average value of

value of the land is about 1000 pounds per acre.

On the 1st of January 1900 the value of the land was

on the 1st of January 1900 the value of the land was

value of the land is about 1000 pounds per acre.

On the 1st of January 1900 the value of the land was

On the 1st of January 1900 the value of the land was

Table 1

Table 1 shows the results of the

Year	Value of land	Value of buildings	Value of other improvements	Total value
1900	1000	200	100	1300
1901	1100	220	110	1430
1902	1200	240	120	1560
1903	1300	260	130	1690
1904	1400	280	140	1820
1905	1500	300	150	1950
1906	1600	320	160	2080
1907	1700	340	170	2210
1908	1800	360	180	2340
1909	1900	380	190	2470
1910	2000	400	200	2600

Table 1 shows the results of the

Table 1 shows the results of the

Table 1



## 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.<sup>1</sup>

## 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.<sup>2</sup> 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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<sup>1</sup> The World Almanac and Book of Facts for 1937, published by New York World Telegram, p. 242.

<sup>2</sup> 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.



...the results of the study are as follows: ...  
 ...the results of the study are as follows: ...  
 ...the results of the study are as follows: ...  
 ...the results of the study are as follows: ...  
 ...the results of the study are as follows: ...

Category	Value	Value	Value	Value	Value	Value	Value
Category 1	10	20	30	40	50	60	70
Category 2	15	25	35	45	55	65	75
Category 3	20	30	40	50	60	70	80
Category 4	25	35	45	55	65	75	85
Category 5	30	40	50	60	70	80	90
Category 6	35	45	55	65	75	85	95
Category 7	40	50	60	70	80	90	100
Category 8	45	55	65	75	85	95	105
Category 9	50	60	70	80	90	100	110
Category 10	55	65	75	85	95	105	115

...the results of the study are as follows: ...  
 ...the results of the study are as follows: ...  
 ...the results of the study are as follows: ...  
 ...the results of the study are as follows: ...  
 ...the results of the study are as follows: ...



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.



3. The mean age of the teachers in the sample was 38.4 years. The age range was 25.4 to 50.4 years.
4. Fifty-one percent of the teachers were female and 49 percent were male.
5. The average score on the T-SSS was 10.5, with a range of 7 to 14.
6. Only twenty percent of the teachers were employed in the public schools, while 80 percent were employed in the private schools.
7. The average score on the T-SSS was 10.5, with a range of 7 to 14.
8. Only twenty percent of the teachers were employed in the public schools, while 80 percent were employed in the private 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.



The purpose of this chapter is to determine the nature of the educational training and certification of teachers in the member schools of the National Education Association. To date and the information is given in several paragraphs: (1) educational degrees earned by teachers; (2) major and minor subjects taken by teachers; (3) training in the various fields; (4) physical education and athletic coaching; (5) teaching certificates held by teachers; (6) which schools were members in 1930 which in 1931; (7) for convenience in presentation, these statistics are given in form of tables as far as possible. The first table shows where teachers have obtained their college training. It will be noted that the University of the South and the State Teachers College have their graduates as reported in 1930 and 1931 respectively, which is a percentage of 17.3 and 18.3. The State College has five graduates or a percentage of 0.4. The normal school colleges which reported (none of which is operating at the time) have 1.7 and 1.7 on a percentage of 1.7. The total number of teachers in the 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.	%
<u>University of New Mexico</u>	3	10.0	5	18.5	6	25.0	14	17.3
<u>N. Mex. State Teachers</u>	9	30.0	4	14.9	2	8.2	15	18.5
<u>N. Mex. State College</u>	3	10.0	1	3.6	1	4.2	5	6.2
<u>Church Schools of N. Mex.</u>	3	10.0	0	00.0	0	00.0	3	3.7
<u>Other State Universities</u>	2	6.7	4	14.9	1	4.2	7	8.6
<u>Other State Colleges</u>	0	00.0	3	11.2	1	4.2	4	4.93
<u>Other State Teacher Coll.</u>	3	10.0	5	18.5	3	12.5	11	13.6
<u>Other Church Schools</u>	3	10.0	2	7.4	6	25.0	11	13.6
<u>Other Colleges or Universities</u>	2	6.6	1	3.6	1	4.2	4	4.93
<u>No Degrees</u>	2	6.7	2	7.4	3	12.5	7	8.6
<u>Totals</u>	30		27		24		81	







TABLE VII

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

School	Group I		Group II		Group III		Total	
	No.	%	No.	%	No.	%	No.	%
<u>University of New Mexico</u>	0	00.0	2	7.4	0	00.0	2	2.4
<u>Other State Universities</u>	1	3.33					1	1.2
<u>Other State Teachers Coll.</u>	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



TABLE VIII  
GRANITE MOUNTAIN MINE, CO. 10, DIST. 10  
A. MOUNTAIN MINE

Hour	Group I	Group II	Group III
10.0-10.5	1	1	1
10.5-11.0	4	1	1
11.0-11.5	1	1	1
11.5-12.0	1	1	1
12.0-12.5	1	1	1
12.5-13.0	1	1	1
13.0-13.5	1	1	1
13.5-14.0	1	1	1
14.0-14.5	1	1	1
14.5-15.0	1	1	1
15.0-15.5	1	1	1
15.5-16.0	1	1	1
16.0-16.5	1	1	1
16.5-17.0	1	1	1
17.0-17.5	1	1	1
17.5-18.0	1	1	1
18.0-18.5	1	1	1
18.5-19.0	1	1	1
19.0-19.5	1	1	1
19.5-20.0	1	1	1
20.0-20.5	1	1	1
20.5-21.0	1	1	1
21.0-21.5	1	1	1
21.5-22.0	1	1	1
22.0-22.5	1	1	1
22.5-23.0	1	1	1
23.0-23.5	1	1	1
23.5-24.0	1	1	1
24.0-24.5	1	1	1
24.5-25.0	1	1	1
25.0-25.5	1	1	1
25.5-26.0	1	1	1
26.0-26.5	1	1	1
26.5-27.0	1	1	1
27.0-27.5	1	1	1
27.5-28.0	1	1	1
28.0-28.5	1	1	1
28.5-29.0	1	1	1
29.0-29.5	1	1	1
29.5-30.0	1	1	1
30.0-30.5	1	1	1
30.5-31.0	1	1	1
31.0-31.5	1	1	1
31.5-32.0	1	1	1
32.0-32.5	1	1	1
32.5-33.0	1	1	1
33.0-33.5	1	1	1
33.5-34.0	1	1	1
34.0-34.5	1	1	1
34.5-35.0	1	1	1
35.0-35.5	1	1	1
35.5-36.0	1	1	1
36.0-36.5	1	1	1
36.5-37.0	1	1	1
37.0-37.5	1	1	1
37.5-38.0	1	1	1
38.0-38.5	1	1	1
38.5-39.0	1	1	1
39.0-39.5	1	1	1
39.5-40.0	1	1	1
40.0-40.5	1	1	1
40.5-41.0	1	1	1
41.0-41.5	1	1	1
41.5-42.0	1	1	1
42.0-42.5	1	1	1
42.5-43.0	1	1	1
43.0-43.5	1	1	1
43.5-44.0	1	1	1
44.0-44.5	1	1	1
44.5-45.0	1	1	1
45.0-45.5	1	1	1
45.5-46.0	1	1	1
46.0-46.5	1	1	1
46.5-47.0	1	1	1
47.0-47.5	1	1	1
47.5-48.0	1	1	1
48.0-48.5	1	1	1
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65.0-65.5	1	1	1
65.5-66.0	1	1	1
66.0-66.5	1	1	1
66.5-67.0	1	1	1
67.0-67.5	1	1	1
67.5-68.0	1	1	1
68.0-68.5	1	1	1
68.5-69.0	1	1	1
69.0-69.5	1	1	1
69.5-70.0	1	1	1
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70.5-71.0	1	1	1
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73.0-73.5	1	1	1
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74.0-74.5	1	1	1
74.5-75.0	1	1	1
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76.5-77.0	1	1	1
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80.0-80.5	1	1	1
80.5-81.0	1	1	1
81.0-81.5	1	1	1
81.5-82.0	1	1	1
82.0-82.5	1	1	1
82.5-83.0	1	1	1
83.0-83.5	1	1	1
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94.5-95.0	1	1	1
95.0-95.5	1	1	1
95.5-96.0	1	1	1
96.0-96.5	1	1	1
96.5-97.0	1	1	1
97.0-97.5	1	1	1
97.5-98.0	1	1	1
98.0-98.5	1	1	1
98.5-99.0	1	1	1
99.0-99.5	1	1	1
99.5-100.0	1	1	1



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		Group II		Group III		Total	
	No.	%	No.	%	No.	%	No.	%
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 I

Summary of the results of the experiments

Experiment 1			
1.1	1.2	1.3	1.4
2.1	2.2	2.3	2.4
3.1	3.2	3.3	3.4
4.1	4.2	4.3	4.4
5.1	5.2	5.3	5.4
6.1	6.2	6.3	6.4
7.1	7.2	7.3	7.4
8.1	8.2	8.3	8.4
9.1	9.2	9.3	9.4
10.1	10.2	10.3	10.4
11.1	11.2	11.3	11.4
12.1	12.2	12.3	12.4
13.1	13.2	13.3	13.4
14.1	14.2	14.3	14.4
15.1	15.2	15.3	15.4
16.1	16.2	16.3	16.4
17.1	17.2	17.3	17.4
18.1	18.2	18.3	18.4
19.1	19.2	19.3	19.4
20.1	20.2	20.3	20.4
21.1	21.2	21.3	21.4
22.1	22.2	22.3	22.4
23.1	23.2	23.3	23.4
24.1	24.2	24.3	24.4
25.1	25.2	25.3	25.4
26.1	26.2	26.3	26.4
27.1	27.2	27.3	27.4
28.1	28.2	28.3	28.4
29.1	29.2	29.3	29.4
30.1	30.2	30.3	30.4
31.1	31.2	31.3	31.4
32.1	32.2	32.3	32.4
33.1	33.2	33.3	33.4
34.1	34.2	34.3	34.4
35.1	35.2	35.3	35.4
36.1	36.2	36.3	36.4
37.1	37.2	37.3	37.4
38.1	38.2	38.3	38.4
39.1	39.2	39.3	39.4
40.1	40.2	40.3	40.4
41.1	41.2	41.3	41.4
42.1	42.2	42.3	42.4
43.1	43.2	43.3	43.4
44.1	44.2	44.3	44.4
45.1	45.2	45.3	45.4
46.1	46.2	46.3	46.4
47.1	47.2	47.3	47.4
48.1	48.2	48.3	48.4
49.1	49.2	49.3	49.4
50.1	50.2	50.3	50.4
51.1	51.2	51.3	51.4
52.1	52.2	52.3	52.4
53.1	53.2	53.3	53.4
54.1	54.2	54.3	54.4
55.1	55.2	55.3	55.4
56.1	56.2	56.3	56.4
57.1	57.2	57.3	57.4
58.1	58.2	58.3	58.4
59.1	59.2	59.3	59.4
60.1	60.2	60.3	60.4
61.1	61.2	61.3	61.4
62.1	62.2	62.3	62.4
63.1	63.2	63.3	63.4
64.1	64.2	64.3	64.4
65.1	65.2	65.3	65.4
66.1	66.2	66.3	66.4
67.1	67.2	67.3	67.4
68.1	68.2	68.3	68.4
69.1	69.2	69.3	69.4
70.1	70.2	70.3	70.4
71.1	71.2	71.3	71.4
72.1	72.2	72.3	72.4
73.1	73.2	73.3	73.4
74.1	74.2	74.3	74.4
75.1	75.2	75.3	75.4
76.1	76.2	76.3	76.4
77.1	77.2	77.3	77.4
78.1	78.2	78.3	78.4
79.1	79.2	79.3	79.4
80.1	80.2	80.3	80.4
81.1	81.2	81.3	81.4
82.1	82.2	82.3	82.4
83.1	83.2	83.3	83.4
84.1	84.2	84.3	84.4
85.1	85.2	85.3	85.4
86.1	86.2	86.3	86.4
87.1	87.2	87.3	87.4
88.1	88.2	88.3	88.4
89.1	89.2	89.3	89.4
90.1	90.2	90.3	90.4
91.1	91.2	91.3	91.4
92.1	92.2	92.3	92.4
93.1	93.2	93.3	93.4
94.1	94.2	94.3	94.4
95.1	95.2	95.3	95.4
96.1	96.2	96.3	96.4
97.1	97.2	97.3	97.4
98.1	98.2	98.3	98.4
99.1	99.2	99.3	99.4
100.1	100.2	100.3	100.4



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		
	G r a d. u e. d.	E d u c.	Phys. Ed.	G r a d. u e. d.	E d u c.	Phys. Ed.	G r a d. u e. d.	E d u c.	Phys. Ed.	G r a d. u e. d.	E d u c.	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-



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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)



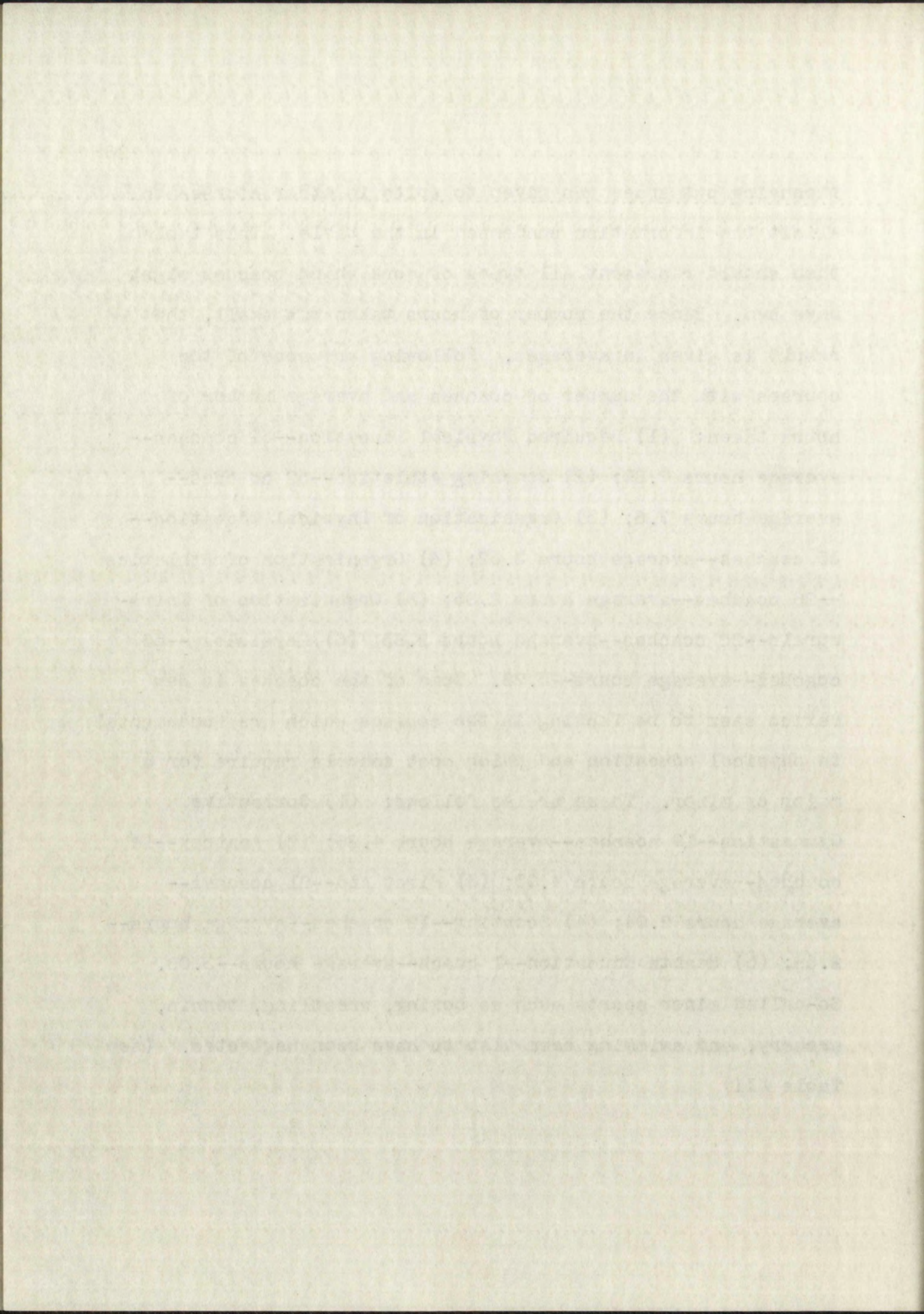




TABLE XII

## 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	16	91.5	5.71	18	13.3	7.38	15	83.5	5.56	39	30.8	7.89
Phys. Educ.	2	4.5	2.25	2	6	3	2	3	1.5	6	13.5	2.25
Anthropo-	6	13	2.16	5	13	2.6	8	55	6.12	19	81	4.26
Corrective	20	102.5	5.12	22	170.5	7.75	20	198.5	9.92	62	471.5	7.60
Gymnastics	3	8.5	2.83	5	16	3.2	4	15	3.75	12	39.5	3.29
Coaching	6	22.5	3.75	7	56	8	6	21.5	3.58	19	100	5.29
Athletics	8	22.5	2.81	15	43	2.86	7	48	6.85	30	113.5	3.78
Physiology	3	12	4	6	29	4.83	5	15.5	3.1	14	56.5	4.03
Anatomy	7	27.5	3.92	15	38.5	2.56	13	50.5	3.11	35	116.5	3.32
Organiza. of	5	11	2.2	10	22.5	2.25	13	46.5	3.5	28	80	2.85
Phys. Educ.	3	7	2.33	8	16	2	11	35.5	3.22	22	58.5	2.65
Organization	5	11.5	2.3	8	18	2.25	11	37.5	3.4	24	67	2.79
Athletics	6	9	1.5	7	12.5	1.78	8	21.5	2.68	21	43	2.04
Organization												
Intramurals												
History												
Phys. Educ.												
First Aid												



TABLE III  
 SUMMARY OF DATA FOR THE FIRST TWO YEARS OF THE PROJECT

TABLE III



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
<u>To learn Fundamentals of Sports</u>	8	12	11	31
<u>To learn a System as Warner-Rockne-Allen-Meanwell</u>	9	13	13	35
<u>To raise Certification</u>	0	1	5	6
<u>To meet other Coaches</u>	5	8	9	22
<u>To Increase Salary</u>	0	3	1	4
<u>To obtain College Credit</u>	1	1	0	2
<u>To meet Requirements of School Board</u>	1	7	0	8
<u>For Recreation</u>	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 12 shows the average number of correct responses for each group on the various items. The results show that the experimental group performed significantly better than the control group on all items except item 1. The results also show that the experimental group performed better than the control group on items 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.



TABLE XV  
FACTORS IN PREPARATION CONSIDERED VALUABLE TO  
ATHLETIC COACHES

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







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												
	R E S E R V E						F I R S T T E A M						
	Group I		Group II		Group III		Group I		Group II		Group III		
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
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																		
C L A S S   T E A M S				R E S E R V E				V A R S I T Y										
Group				Group				Group										
I		II		III		I		II		III		I		II		III		
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	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	24	30	27	24	30	27	24	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.



various teams in college.  
Table VII also points out that in Group I, 1914,  
percentages were made of three or four teams in each school  
and the same number in college. Group II and Table VIII  
and the same number of three or four teams in each school but  
only twelve or less made that many teams in college. In  
Group III there were sixteen who made the same team in 1914  
school but this number dropped to ten in college.  
Of all the schools in Group I, 50 per cent made three  
or four teams in college. Forty-four and four-tenths per  
cent of the schools in Group II made three or four teams in  
college and in Group III, 41.9 per cent made the same number  
of teams. This indicates that some schools which  
participated in fewer sports, and thus lessened their opportunities  
of winning championships at all sports which they had entered.  
This and in part account for the large number who have  
attended secondary schools.  
Table VIII shows that of the 22 schools which  
which are usually found in schools, basketball and football  
have interested the largest number of coaches who give their  
time to these sports. Sixty coaches or approximately 15 per  
cent of the total number have participated in basketball  
and 45 per cent in football, while thirty-one or approximately 10  
per cent have played on some kind of a basketball team.  
Football interested thirty-three or 10 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



# TABLE 1

ANALYSIS OF THE DATA OF THE SURVEY

Group	Group I	Group II	Group III	Total
Professional	10	15	10	35
Non-Professional	20	10	10	40
Unemployed	5	5	5	15
Retired	15	15	15	45
Unemployed	5	5	5	15
Unemployed	5	5	5	15

ANALYSIS OF THE DATA OF THE SURVEY

Group	Group I	Group II	Group III	Total
Professional	10	15	10	35
Non-Professional	20	10	10	40
Total	30	25	20	75



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.







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.



1. The mean number of...  
2. The mean...  
3. The mean...  
4. The mean...

5. The mean...  
6. The mean...  
7. The mean...

8. The mean...  
9. The mean...  
10. The mean...

11. The mean...  
12. The mean...  
13. The mean...

14. The mean...  
15. The mean...  
16. The mean...

17. The mean...  
18. The mean...  
19. The mean...

20. The mean...  
21. The mean...  
22. The mean...

23. The mean...  
24. The mean...  
25. The mean...



## 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



# ANALYSIS OF THE DATA

These results of the analysis of the data are presented in the following tables. The first table shows the total number of cases in each category. The second table shows the percentage of cases in each category. The third table shows the percentage of cases in each category, broken down by sex. The fourth table shows the percentage of cases in each category, broken down by age. The fifth table shows the percentage of cases in each category, broken down by education. The sixth table shows the percentage of cases in each category, broken down by occupation. The seventh table shows the percentage of cases in each category, broken down by income. The eighth table shows the percentage of cases in each category, broken down by marital status. The ninth table shows the percentage of cases in each category, broken down by race. The tenth table shows the percentage of cases in each category, broken down by religion. The eleventh table shows the percentage of cases in each category, broken down by ethnicity. The twelfth table shows the percentage of cases in each category, broken down by language. The thirteenth table shows the percentage of cases in each category, broken down by country of origin. The fourteenth table shows the percentage of cases in each category, broken down by date of birth. The fifteenth table shows the percentage of cases in each category, broken down by date of death. The sixteenth table shows the percentage of cases in each category, broken down by date of marriage. The seventeenth table shows the percentage of cases in each category, broken down by date of divorce. The eighteenth table shows the percentage of cases in each category, broken down by date of remarriage. The nineteenth table shows the percentage of cases in each category, broken down by date of remarriage. The twentieth table shows the percentage of cases in each category, broken down by date of remarriage.

## TOTAL NUMBER OF CASES

As shown in Table I, the total number of cases is 1,000. The distribution of cases is as follows: 100 cases in Group I, 200 cases in Group II, 300 cases in Group III, 400 cases in Group IV, and 500 cases in Group V. The percentage of cases in each group is 10%, 20%, 30%, 40%, and 50% respectively. The percentage of cases in each group, broken down by sex, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by age, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by education, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by occupation, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by income, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by marital status, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by race, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by religion, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by ethnicity, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by language, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by country of origin, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by date of birth, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by date of death, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by date of marriage, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by date of divorce, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V. The percentage of cases in each group, broken down by date of remarriage, is as follows: 10% for Group I, 20% for Group II, 30% for Group III, 40% for Group IV, and 50% for Group V.



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



analyzed by the authors as a group in 1955. The results for groups I, II, and III are respectively: 4.51, 4.87, and 7.15. Since these results show an increase of approximately two years for each group, the inference again is drawn that the results from the smaller schools in the larger group are comparable in Group III were developing their first year's work. It is noted again that the larger schools really are the best and have had previous experience.

### TABLE IN NEW MEXICO

Corbett reports a range of experience in New Mexico as well as from one to fourteen years. The data in Group III has been in New Mexico schools for fourteen, and for thirteen, and another for twelve years. The longest period of experience in the nation of any school is shown in Group I and in Group I eight years. The average range of years for Group I to III are: 3.08, 4.87, and 6.83. The mean for the combined groups is 4.51. (See Table XIX)

### TABLE OF CORRECTIONS IN PRESENT POSITION

A statement was made under total years of experience that possibly the larger schools in past research have been chosen from the smaller schools. This hypothesis is supported by the fact that schools in Group III had more positive longer term than 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



TABLE XIX  
 NUMBER OF COACHES IN THE FLEET

Years of Service	Group I	Group II	Group III	Total
16 - 18				
13 - 15				
10 - 12				
7 - 9	2	2	2	6
4 - 6	2	4	2	8
1 - 3	22	12	2	36
Total	30	28	22	80
Mean Years of Service in F. F. C.	5.00	4.37	3.00	4.00



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



TABLE 12

TRENDS IN FREIGHT POSITION

Year	Group I	Group II	Group III	Total
18 - 19				
19 - 20				
20 - 21	8	7	5	20
21 - 22	9	4	4	17
22 - 23	5	4	3	12
23 - 24	23	19	14	56
Total	60	37	25	122
Mean Freight in Freight Position	7.00	5.92	4.71	5.75



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.	%
<u>Longer</u>	5	16.7	5	19.2	2	8.7	12	15.2
<u>About the Same</u>	17	56.6	16	61.6	17	73.9	50	63.3
<u>Shorter</u>	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



TABLE VIII

RELATIONSHIP BETWEEN POSITION  
AND POSITION OF POSITION

Factor	Group I	Group II	Group III
Political Situation	3	9	2
Political Situation	3	11	2
Political Situation	11	11	10
Political Situation	3	10	7
Political Situation	3	3	4
Political Situation	1	3	0
Political Situation	4	3	4
Political Situation	13	14	12
Political Situation	1	3	3
Political Situation	3	3	0

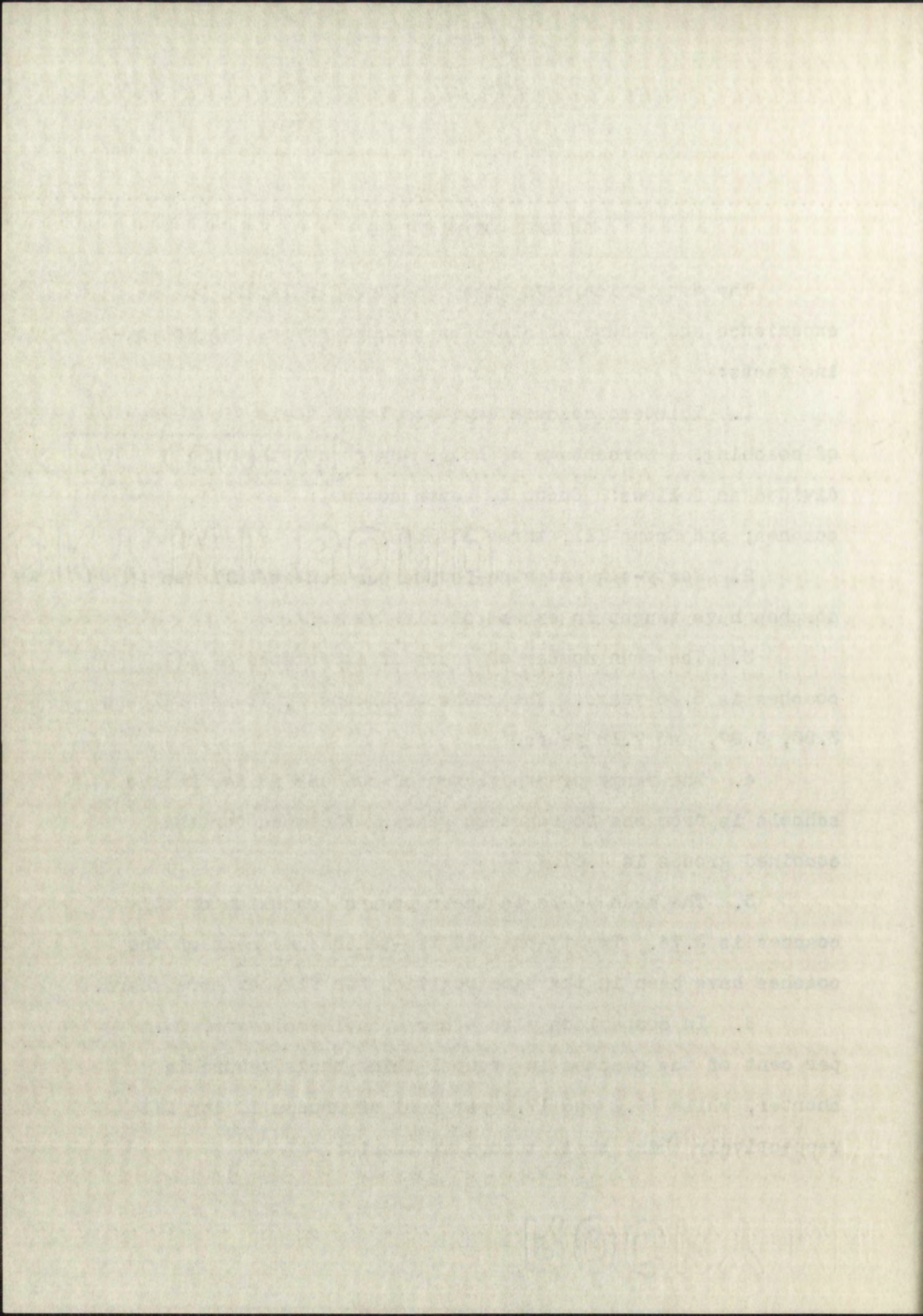


## SUMMARY OF FINDINGS

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,



## CHAPTER V

### RELATIONS OF ATLANTIC DOMAINS

It is the intention of the present chapter to present

the data related to Atlantic domains, as far as the Atlantic

domains are concerned, in the following order: (1)

domains, as far as they are related to that of other Atlantic

domains; (2) domains receiving additional salary for work

done; (3) domains receiving additional salary for work

done. In Table Twenty-three the salaries are arranged in

intervals of \$100.00, 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 three groups during the time is \$25,100.00.

As is suggested, the mean increase for the groups in the

order of their rank is highest: \$130.00, \$125.00, and

\$100.00.

In Group I, thirteen of 55.5 per cent of the salaries

are being paid \$150.00 or more per year, while 11.8

per cent are getting less than \$100.00. In Group II, ten

coaches receive \$140.00 or more, making a percentage of 41.5

for that group, and none less than \$100.00. Group III, with

eleven receiving \$150.00 or more per year and none less than

\$100.00 have a percentage of 47.8. The figures, \$150.00,



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		Group II		Group III		Total	
	No.	%	No.	%	No.	%	No.	%
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 Twenty-five shows that the average salary of the principal coaches is \$12,000 per annum, or \$100 per month. This is about the same as the average salary of the principal coaches in the other leagues. It will be noted in Table XXIV that the average salary of the principal coaches in the other leagues is \$10,000 per annum, or \$83.33 per month. This is about the same as the average salary of the principal coaches in the other leagues.

In Table XXV, twenty-six answers are given to the question, "What is the average salary of the principal coaches in the other leagues?" The answers are as follows: \$10,000 per annum, or \$83.33 per month; \$12,000 per annum, or \$100 per month; \$14,000 per annum, or \$116.67 per month; \$16,000 per annum, or \$133.33 per month; \$18,000 per annum, or \$150 per month; \$20,000 per annum, or \$166.67 per month; \$22,000 per annum, or \$183.33 per month; \$24,000 per annum, or \$200 per month; \$26,000 per annum, or \$216.67 per month; \$28,000 per annum, or \$233.33 per month; \$30,000 per annum, or \$250 per month; \$32,000 per annum, or \$266.67 per month; \$34,000 per annum, or \$283.33 per month; \$36,000 per annum, or \$300 per month; \$38,000 per annum, or \$316.67 per month; \$40,000 per annum, or \$333.33 per month; \$42,000 per annum, or \$350 per month; \$44,000 per annum, or \$366.67 per month; \$46,000 per annum, or \$383.33 per month; \$48,000 per annum, or \$400 per month; \$50,000 per annum, or \$416.67 per month; \$52,000 per annum, or \$433.33 per month; \$54,000 per annum, or \$450 per month; \$56,000 per annum, or \$466.67 per month; \$58,000 per annum, or \$483.33 per month; \$60,000 per annum, or \$500 per month; \$62,000 per annum, or \$516.67 per month; \$64,000 per annum, or \$533.33 per month; \$66,000 per annum, or \$550 per month; \$68,000 per annum, or \$566.67 per month; \$70,000 per annum, or \$583.33 per month; \$72,000 per annum, or \$600 per month; \$74,000 per annum, or \$616.67 per month; \$76,000 per annum, or \$633.33 per month; \$78,000 per annum, or \$650 per month; \$80,000 per annum, or \$666.67 per month; \$82,000 per annum, or \$683.33 per month; \$84,000 per annum, or \$700 per month; \$86,000 per annum, or \$716.67 per month; \$88,000 per annum, or \$733.33 per month; \$90,000 per annum, or \$750 per month; \$92,000 per annum, or \$766.67 per month; \$94,000 per annum, or \$783.33 per month; \$96,000 per annum, or \$800 per month; \$98,000 per annum, or \$816.67 per month; \$100,000 per annum, or \$833.33 per month.

#### COACHES PAID EXTRA FOR COACHING

Twenty-eight coaches answered this part of the inquiry and indicated that 12 of them received extra pay for coaching. The average extra pay received by these coaches is \$1,000 per annum, or \$83.33 per month. This is about the same as the average extra pay received by the other coaches.



TABLE XXV

SALARY STATUS AS COMPARED WITH THAT OF OTHER SCHOOL EMPLOYEES

Status	Group I				Group II				Group III				Total			
	Supt.	Prln.	Head Dept.	Teacher	Supt.	Prln.	Head Dept.	Teacher	Supt.	Prln.	Head Dept.	Teacher	Supt.	Prln.	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 factor  
salary ranged from \$200.00 to \$300.00 with an average of  
\$250.00 per year.

### SUMMARY OF FINDINGS

This study reveals the following facts regarding the  
salaries of athletic coaches in the few selected high schools  
belonging to the State Athletic Association during the year

1938.

1. Salaries ranged from \$200.00 to \$300.00.
2. The mean salary of coaches was \$250.00.
3. The mean salary for Group I was \$250.00; for  
Group II \$250.00; and for Group III \$250.00.
4. Five coaches, all in Group I received less than  
\$250.00.
5. The most common method of paying coaches and other  
persons is by active monthly installments, forty-five and  
five-fifths per cent of all coaches are paid in this manner  
and 50.0 per cent are paid in nine payments.
6. In connection with all coaches teachers, fifteen-  
seven, or 43.8 per cent receive more salary; thirty-three, or  
40.4 per cent receive about the same; and six, or 7.8 per cent  
receive less salary.
7. Only eleven coaches are paid an extra amount for  
their regular salary for their coaching duties. This amount  
averages \$125.00 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		Group II		Group III		Total	
	No.	%	No.	%	No.	%	No.	%
5	6	20	5	16.6	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



# TABLE XXIX

COMPARISON OF OCEANOGRAPHIC AND METEOROLOGICAL DATA

Subject	Group I	Group II	Group III	Total
Altimetry	7	5	2	14
Bathymetry	20	7	4	31
Currents	14	4	4	22
Drift	5	2	2	9
History	10	10	4	24
Physical Properties	3	11	4	18
Salinity	4	3	2	9
Temperature	7	4	1	12
Wave Motion	0	0	0	0
Wind	2	2	2	6
Clouds	2	0	0	2
Direction	0	0	0	0
Force	2	2	0	4
General	0	0	0	0
Study Notes	14	13	10	37
Climatology	2	0	0	2
Economics	1	0	0	1
Engineering	0	0	1	1
Hydrology	0	0	1	1
Navigation	7	0	1	8



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		Group II		Group III		Total	
	No.	%	No.	%	No.	%	No.	%
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	



TABLE XIII  
NUMBER OF PERIODS OBSERVED

Periods per day	Group I No.	Group II No.	Group III No.	Total No.
1	0	0	0	0
2	10.0	1	0	11.0
3	0.0	0	0	0.0
4	0.0	0	0	0.0
5	0.0	0	0	0.0
6	0.0	0	0	0.0
7	0.0	0	0	0.0
8	0.0	0	0	0.0
9	0.0	0	0	0.0
10	0.0	0	0	0.0
11	0.0	0	0	0.0
12	0.0	0	0	0.0
13	0.0	0	0	0.0
14	0.0	0	0	0.0
15	0.0	0	0	0.0
16	0.0	0	0	0.0
17	0.0	0	0	0.0
18	0.0	0	0	0.0
19	0.0	0	0	0.0
20	0.0	0	0	0.0
21	0.0	0	0	0.0
22	0.0	0	0	0.0
23	0.0	0	0	0.0
24	0.0	0	0	0.0
Total	10.0	1	0	11.0



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	



secondary studies and notes are available.

# DOMESTIC TEACHING SALARIES AND BONUS

The percentage of teachers who are teaching first major subjects is shown in column 1 of the table below. In the school groups rated "A" the average is 27.5, in the "B" group 25.0, and in the "C" group 22.5. The percentage of teachers who are teaching their minor subjects is shown in column 2 of the table below. In the "A" group the average is 11.0, in the "B" group 10.0, and in the "C" group 9.0. The percentage of teachers who are teaching both major and minor subjects is shown in column 3 of the table below. In the "A" group the average is 16.5, in the "B" group 15.0, and in the "C" group 13.5. The percentage of teachers who are teaching neither major nor minor subjects is shown in column 4 of the table below. In the "A" group the average is 4.5, in the "B" group 5.0, and in the "C" group 6.0. The percentage of teachers who are teaching other subjects is shown in column 5 of the table below. In the "A" group the average is 1.5, in the "B" group 2.0, and in the "C" group 2.5. The percentage of teachers who are teaching no subjects is shown in column 6 of the table below. In the "A" group the average is 0.5, in the "B" group 1.0, and in the "C" group 1.5. The percentage of teachers who are teaching all subjects is shown in column 7 of the table below. In the "A" group the average is 50.0, in the "B" group 47.5, and in the "C" group 45.0. The percentage of teachers who are teaching some subjects is shown in column 8 of the table below. In the "A" group the average is 49.5, in the "B" group 52.5, and in the "C" group 55.0. The percentage of teachers who are teaching no subjects is shown in column 9 of the table below. In the "A" group the average is 0.5, in the "B" group 1.0, and in the "C" group 1.5. The percentage of teachers who are teaching all subjects is shown in column 10 of the table below. In the "A" group the average is 50.0, in the "B" group 47.5, and in the "C" group 45.0.

## TABLE VII

DISTRIBUTION OF DOMESTIC TEACHERS BY SALARY, BONUS, AND MINOR SUBJECTS

Teaching	Group I		Group II		Group III		Total	
	No.	%	No.	%	No.	%	No.	%
Major	7	20.0	11	44.0	5	20.0	23	30.0
Minor	8	10.0	8	22.0	5	20.0	21	27.5
Both	19	60.0	8	20.0	5	20.0	32	42.5
Neither	5	20.0	5	10.0	10	40.0	20	27.5
Total	30		25		25		80	



## 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

<u>FOOTBALL</u>				
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

<u>BASKETBALL</u>				
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

<u>BASEBALL</u>				
Minutes Spent	Group I	Group II	Group III	Total
180 - 200				
150 - 170				



# TABLE XXII

TIME TAKEN BY MEN'S TEAM FOR THE SEASON

FOOTBALL					Minutes Spent
					Total
Group I	Group II	Group III	Group IV	Group V	
1	2	3	4	5	100 - 200
2	3	4	5	6	100 - 150
3	4	5	6	7	100 - 100
4	5	6	7	8	100 - 50
5	6	7	8	9	100 - 0
6	7	8	9	10	100 - 0
7	8	9	10	11	100 - 0
8	9	10	11	12	100 - 0
9	10	11	12	13	100 - 0
10	11	12	13	14	100 - 0
11	12	13	14	15	100 - 0
12	13	14	15	16	100 - 0
13	14	15	16	17	100 - 0
14	15	16	17	18	100 - 0
15	16	17	18	19	100 - 0
16	17	18	19	20	100 - 0
17	18	19	20	21	100 - 0
18	19	20	21	22	100 - 0
19	20	21	22	23	100 - 0
20	21	22	23	24	100 - 0
21	22	23	24	25	100 - 0
22	23	24	25	26	100 - 0
23	24	25	26	27	100 - 0
24	25	26	27	28	100 - 0
25	26	27	28	29	100 - 0
26	27	28	29	30	100 - 0
27	28	29	30	31	100 - 0
28	29	30	31	32	100 - 0
29	30	31	32	33	100 - 0
30	31	32	33	34	100 - 0
31	32	33	34	35	100 - 0
32	33	34	35	36	100 - 0
33	34	35	36	37	100 - 0
34	35	36	37	38	100 - 0
35	36	37	38	39	100 - 0
36	37	38	39	40	100 - 0
37	38	39	40	41	100 - 0
38	39	40	41	42	100 - 0
39	40	41	42	43	100 - 0
40	41	42	43	44	100 - 0
41	42	43	44	45	100 - 0
42	43	44	45	46	100 - 0
43	44	45	46	47	100 - 0
44	45	46	47	48	100 - 0
45	46	47	48	49	100 - 0
46	47	48	49	50	100 - 0
47	48	49	50	51	100 - 0
48	49	50	51	52	100 - 0
49	50	51	52	53	100 - 0
50	51	52	53	54	100 - 0
51	52	53	54	55	100 - 0
52	53	54	55	56	100 - 0
53	54	55	56	57	100 - 0
54	55	56	57	58	100 - 0
55	56	57	58	59	100 - 0
56	57	58	59	60	100 - 0
57	58	59	60	61	100 - 0
58	59	60	61	62	100 - 0
59	60	61	62	63	100 - 0
60	61	62	63	64	100 - 0
61	62	63	64	65	100 - 0
62	63	64	65	66	100 - 0
63	64	65	66	67	100 - 0
64	65	66	67	68	100 - 0
65	66	67	68	69	100 - 0
66	67	68	69	70	100 - 0
67	68	69	70	71	100 - 0
68	69	70	71	72	100 - 0
69	70	71	72	73	100 - 0
70	71	72	73	74	100 - 0
71	72	73	74	75	100 - 0
72	73	74	75	76	100 - 0
73	74	75	76	77	100 - 0
74	75	76	77	78	100 - 0
75	76	77	78	79	100 - 0
76	77	78	79	80	100 - 0
77	78	79	80	81	100 - 0
78	79	80	81	82	100 - 0
79	80	81	82	83	100 - 0
80	81	82	83	84	100 - 0
81	82	83	84	85	100 - 0
82	83	84	85	86	100 - 0
83	84	85	86	87	100 - 0
84	85	86	87	88	100 - 0
85	86	87	88	89	100 - 0
86	87	88	89	90	100 - 0
87	88	89	90	91	100 - 0
88	89	90	91	92	100 - 0
89	90	91	92	93	100 - 0
90	91	92	93	94	100 - 0
91	92	93	94	95	100 - 0
92	93	94	95	96	100 - 0
93	94	95	96	97	100 - 0
94	95	96	97	98	100 - 0
95	96	97	98	99	100 - 0
96	97	98	99	100	100 - 0
97	98	99	100	101	100 - 0
98	99	100	101	102	100 - 0
99	100	101	102	103	100 - 0
100	101	102	103	104	100 - 0
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103	104	105	106	107	100 - 0
104	105	106	107	108	100 - 0
105	106	107	108	109	100 - 0
106	107	108	109	110	100 - 0
107	108	109	110	111	100 - 0
108	109	110	111	112	100 - 0
109	110	111	112	113	100 - 0
110	111	112	113	114	100 - 0
111	112	113	114	115	100 - 0
112	113	114	115	116	100 - 0
113	114	115	116	117	100 - 0
114	115	116	117	118	100 - 0
115	116	117	118	119	100 - 0
116	117	118	119	120	100 - 0
117	118	119	120	121	100 - 0
118	119	120	121	122	100 - 0
119	120	121	122	123	100 - 0
120	121	122	123	124	100 - 0
121	122	123	124	125	100 - 0
122	123	124	125	126	100 - 0
123	124	125	126	127	100 - 0
124	125	126	127	128	100 - 0
125	126	127	128	129	100 - 0
126	127	128	129	130	100 - 0
127	128	129	130	131	100 - 0
128	129	130	131	132	100 - 0
129	130	131	132	133	100 - 0
130	131	132	133	134	100 - 0
131	132	133	134	135	100 - 0
132	133	134	135	136	100 - 0
133	134	135	136	137	100 - 0
134	135	136	137	138	100 - 0
135	136	137	138	139	100 - 0
136	137	138	139	140	100 - 0
137	138	139	140	141	100 - 0
138	139	140	141	142	100 - 0
139	140	141	142	143	100 - 0
140	141	142	143	144	100 - 0
141	142	143	144	145	100 - 0
142	143	144	145	146	100 - 0
143	144	145	146	147	100 - 0
144	145	146	147	148	100 - 0
145	146	147	148	149	100 - 0
146	147	148	149	150	100 - 0
147	148	149	150	151	100 - 0
148	149	150	151	152	100 - 0
149	150	151	152	153	100 - 0
150	151	152	153	154	100 - 0
151	152	153	154	155	100 - 0
152	153	154	155	156	100 - 0
153	154	155	156	157	100 - 0
154	155	156	157	158	100 - 0
155	156	157	158	159	100 - 0
156	157	158	159	160	100 - 0
157	158	159	160	161	100 - 0
158	159	160	161	162	100 - 0
159	160	161	162	163	100 - 0
160	161	162	163	164	100 - 0
161	162	163	164	165	100 - 0
162	163	164	165	166	100 - 0
163	164	165	166	167	100 - 0
164	165	166	167	168	100 - 0
165	166	167	168	169	100 - 0
166	167	168	169	170	100 - 0
167	168	169	170	171	100 - 0
168	169	170	171	172	100 - 0
169	170	171	172	173	100 - 0
170	171	172	173	174	100 - 0
171	172	173	174	175	100 - 0
172	173	174	175	176	100 - 0
173	174	175	176	177	100 - 0
174	175	176	177	178	100 - 0
175	176	177	178	179	100 - 0
176	177	178	179	180	100 - 0
177	178	179	180	181	100 - 0
178	179	180	181	182	100 - 0
179	180	181	182	183	100 - 0
180	181	182	183	184	100 - 0
181	182	183	184	185	100 - 0
182	183	184	185	186	100 - 0
183	184	185	186	187	100 - 0
184	185	186	187	188	100 - 0
185	186	187	188	189	100 - 0
186	187	188	189	190	100 - 0
187	188	189	190	191	100 - 0
188	189	190	191	192	100 - 0
189	190	191	192	193	100 - 0
190	191	192	193	194	100 - 0
191	192	193	194	195	100 - 0
192	193	194	195	196	100 - 0
193	194	195	196	197	100 - 0
194	195	196	197	198	100 - 0
195	196	197	198	199	100 - 0
196	197	198	199	200	100 - 0
197	198	199	200	201	100 - 0
198	199	200	201	202	100 - 0
199	200	201	202	203	100 - 0
200	201	202	203	204	100 - 0
201	202	203	204	205	100 - 0
202	203	204	205	206	100 - 0
203	204	205	206	207	100 - 0
204	205	206	207	208	100 - 0
205	206	207	208	209	100 - 0
206	207	208	209	210	100 - 0
207	208	209	210	211	100 - 0
208	209	210	211	212	100 - 0
209	210	211	212	213	100 - 0
210	211	212	213	214	100 - 0
211	212	213	214	215	100 - 0
212	213	214	215	216	100 - 0
213	214	215	216	217	100 - 0
214	215	216	217	218	100 - 0
215	216	217	218	219	100 - 0
216	217	218	219	220	100 - 0
217	218	219	220	221	100 - 0
218	219	220	221	222	100 - 0
219	220	221	222	223	100 - 0
220	221	222	223	224	100 - 0
221	222	223	224	225	100 - 0
222					



TABLE XXXI (continued)

## TIME SPENT ON SPORTS PER DAY FOR THE SEASON

Minutes Spent	<u>BASEBALL</u>			
	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	<u>TRACK</u>			
	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	<u>INTRAMURALS</u>			
	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	<u>INTRAMURALS</u>			Total
	Group I	Group II	Group III	
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



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REPORT

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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

<u>FOOTBALL</u>				
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
<u>BASKETBALL</u>				
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 1

PERCENT OF TOTAL

PERCENT				Group I	Group II	Total
100	100	100	100	100	100	100
90	90	90	90	90	90	90
80	80	80	80	80	80	80
70	70	70	70	70	70	70
60	60	60	60	60	60	60
50	50	50	50	50	50	50
40	40	40	40	40	40	40
30	30	30	30	30	30	30
20	20	20	20	20	20	20
10	10	10	10	10	10	10
0	0	0	0	0	0	0
Total				100	100	100
Mean time				10.00	10.00	10.00

TABLE 2

PERCENT				Group I	Group II	Total
100	100	100	100	100	100	100
90	90	90	90	90	90	90
80	80	80	80	80	80	80
70	70	70	70	70	70	70
60	60	60	60	60	60	60
50	50	50	50	50	50	50
40	40	40	40	40	40	40
30	30	30	30	30	30	30
20	20	20	20	20	20	20
10	10	10	10	10	10	10
0	0	0	0	0	0	0
Total				100	100	100
Mean time				10.00	10.00	10.00

TABLE 3

PERCENT OF TOTAL



TABLE XXXII (continued)  
TIME SPENT ON SPORTS BY WEEKS

<u>BASEBALL</u>				
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
<u>TRACK</u>				
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	<u>INTRAMURALS</u>			Total
	Group I	Group II	Group III	
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



TABLE XIII  
ANNUAL NUMBER OF DAYS IN SCHOOL

Activity	Number of days in all schools				Group I		Group II		Total	
	1970	1971	1972	1973	1970	1971	1972	1973	1970	1971
Physical Education	172	22	212	22.9	1022	24.1	1841	22.6		
Football	218	30.1	221	22.1	770	19.3	1226	22.6		
Basketball	144	22.9	249	24.9	251	12.6	1202	20.9		
Track	170	24.9	222	10.9	202	7.7	722	11.1		
Baseball	222	24.9	275	22.8	222	8.2	1022	11.1		
Instrumental	217	21.8	227	21.9	222	11.2	122	21.2		



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.



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

OTHER DATA WHICH COULD BE OBTAINED BY VISITING SCHOOLS  
AND TEACHERS

Table Twenty-four shows that fifty-four percent of the

new teachers are not in other better schools and assistant principals  
ready classroom work, there being twenty-five in Group A,  
twenty-two in Group B, and fourteen in Group C, and twenty  
other duties. A list of these duties is found in Table

#### TABLE OF DUTIES

The data presented in this chapter is relevant to the

activities described, which may be summarized as follows:

1. Sixty-four percent, or 75.9 per cent, are required  
to teach three or more subjects.
2. Seventeen percent, or 20.5 per cent, of the entire  
group, teach five subjects.
3. Thirty-one percent, or 38.2 per cent, teach  
assistant principal.
4. Principal, assistant principal, and classroom assistant  
the reports made for instructional activities.
5. A comparison teacher-teacher is the most common  
method of making a list to show change of the situation.



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



POSITIONS OF THE		POSITION
		Superintendent
		Principal
		Assistant Principal
		Deputy Coach
		Boy's Advisor
		Attendance Teacher
		Total



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.



Twenty-two, or 4.4 per cent of all the coaches, in 1935.

Twenty-three, or 4.4 per cent of all the coaches, in 1935.

Twenty-four, or 4.4 per cent of all the coaches, in 1935.

Twenty-five, or 4.4 per cent of all the coaches, in 1935.

Twenty-six, or 4.4 per cent of all the coaches, in 1935.

Twenty-seven, or 4.4 per cent of all the coaches, in 1935.

Twenty-eight, or 4.4 per cent of all the coaches, in 1935.

Twenty-nine, or 4.4 per cent of all the coaches, in 1935.

Thirty, or 4.4 per cent of all the coaches, in 1935.

Thirty-one, or 4.4 per cent of all the coaches, in 1935.

Thirty-two, or 4.4 per cent of all the coaches, in 1935.

Thirty-three, or 4.4 per cent of all the coaches, in 1935.

Thirty-four, or 4.4 per cent of all the coaches, in 1935.

Thirty-five, or 4.4 per cent of all the coaches, in 1935.

Thirty-six, or 4.4 per cent of all the coaches, in 1935.

Thirty-seven, or 4.4 per cent of all the coaches, in 1935.

Thirty-eight, or 4.4 per cent of all the coaches, in 1935.

Thirty-nine, or 4.4 per cent of all the coaches, in 1935.

Forty, or 4.4 per cent of all the coaches, in 1935.

Forty-one, or 4.4 per cent of all the coaches, in 1935.



## 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



TABLE XXV

FACTORS INFLUENCING CHOICES TO EXERCISE IN EXERCISING

Factors	Group I	Group II	Total
Teachers			
Principals	2	1	3
Advisers			
Boards	3	3	6
Interest in Boys	15	11	26
Means of working			
Position	3	3	6
Economic need	4	3	7
Success as an			
Adviser	3	10	13
Lack of other			
Opportunities	2	1	3
Definite vocational			
Choice	7	3	10
Attractiveness of			
The Position	3	11	14



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.



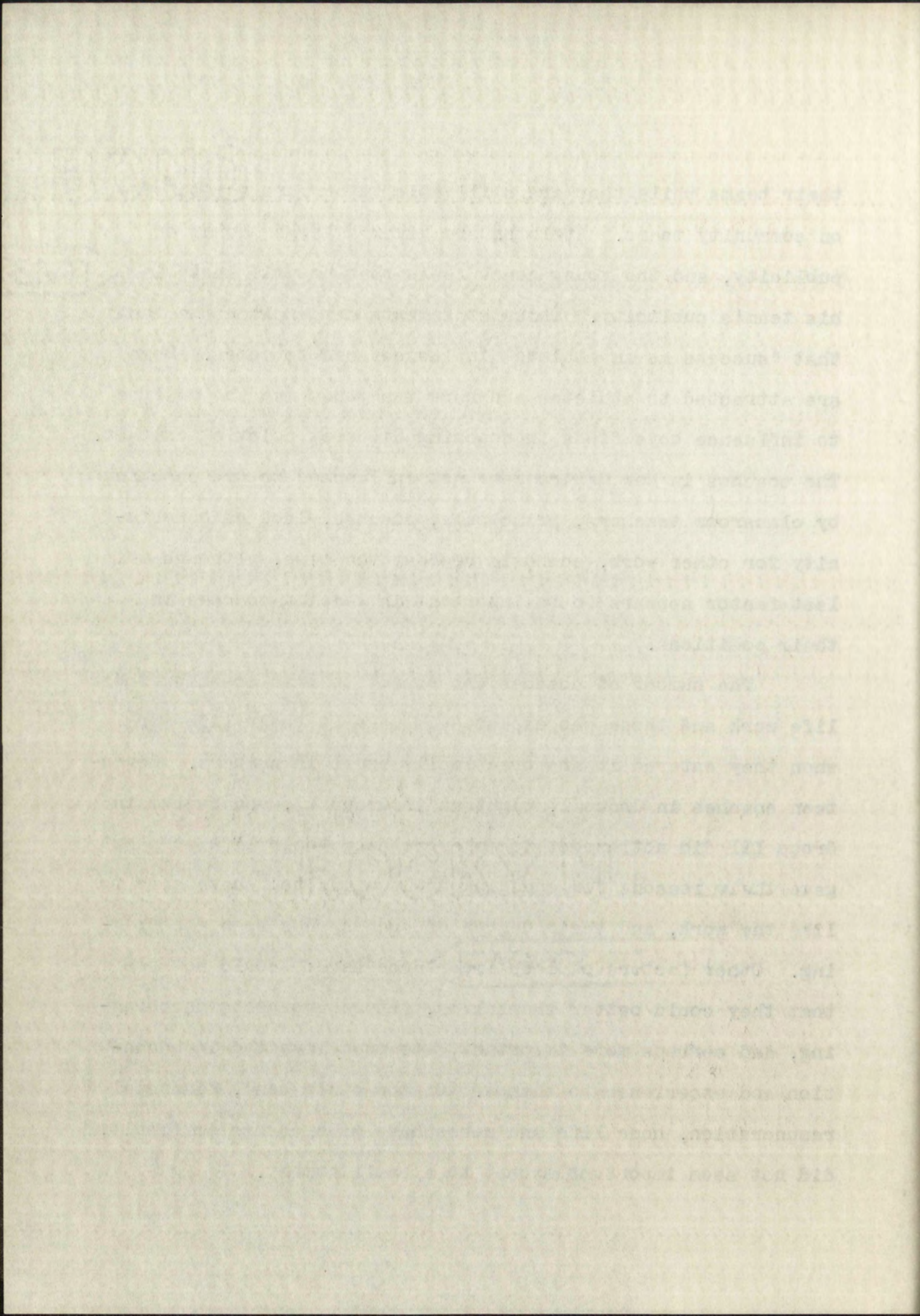




TABLE XXXVI

## ATTITUDE OF COACHES TOWARD COACHING AS THEIR LIFE WORK

(A) <u>EXPECT TO MAKE COACHING THEIR LIFE WORK</u>				
	Group I	Group II	Group III	Total
Yes	7	12	11	30
No	22	15	13	50
Total	29	27	24	80

(B) <u>EXPECTED TO MAKE COACHING LIFE WORK</u>				
	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 1

A SUMMARY OF FINDINGS FROM THE SURVEY OF THE LIVES OF THE

(a) SUMMARY OF FINDINGS FROM THE SURVEY OF THE LIVES OF THE

Group I	Group II	Group III	Total
Yes	15	11	26
No	60	14	74
Total	75	25	100

(b) SUMMARY OF FINDINGS FROM THE SURVEY OF THE LIVES OF THE

Group I	Group II	Group III	Total
Yes	15	11	26
No	14	13	27
Total	29	24	53

FACTORS WITH WHICH GROUPS TO BE HELD TO ACCOUNT  
OR TO BE HELD TO ACCOUNT AS A PERSONAL

Factors	Group I	Group II	Group III	Total
Have been to life	5	3	7	15
Completed	5	3	7	15
Developed a plan	5	3	7	15
Low confidence	5	3	7	15
Lack of interest	5	3	7	15
At present	5	3	7	15
Success has been	5	3	7	15
Disappointed	5	3	7	15
Financial success	5	3	7	15
High achievement	5	3	7	15



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 Remunera- tion 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 X (continued)

ATTEMPT TO IDENTIFY THE SOURCE OF THE FOLLOWING

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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.



# THE HISTORY OF THE UNITED STATES

OF THE UNITED STATES OF AMERICA

FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME

BY JAMES OSGOOD

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NEW YORK: PUBLISHED BY J. OSGOOD, 15 NASSAU ST.

1856

THE HISTORY OF THE UNITED STATES

OF THE UNITED STATES OF AMERICA

FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME

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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



TABLE XXVII (continued)

PERCENTAGE OF TOTAL POPULATION IN EACH OF THE FOLLOWING CATEGORIES

PERCENTAGE (BY)			
Group I Group II Group III			
Percentage of population in			
1	1	1	Percentage of population in
2	2	2	Percentage of population in
3	3	3	Percentage of population in
4	4	4	Percentage of population in
5	5	5	Percentage of population in
6	6	6	Percentage of population in
7	7	7	Percentage of population in
8	8	8	Percentage of population in
9	9	9	Percentage of population in
10	10	10	Percentage of population in
11	11	11	Percentage of population in
12	12	12	Percentage of population in
13	13	13	Percentage of population in
14	14	14	Percentage of population in
15	15	15	Percentage of population in
16	16	16	Percentage of population in
17	17	17	Percentage of population in
18	18	18	Percentage of population in
19	19	19	Percentage of population in
20	20	20	Percentage of population in



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,



These are the things that should be done in the future. It is not enough to say that we should do better. We must know what to do and how to do it. We must have a plan and stick to it. We must have a goal and work towards it. We must have a sense of responsibility and do our best. We must have a sense of teamwork and help each other. We must have a sense of pride and be proud of what we do. We must have a sense of honor and do what is right. We must have a sense of duty and do what we are supposed to do. We must have a sense of respect and respect others. We must have a sense of love and love others. We must have a sense of hope and hope for the future. We must have a sense of faith and faith in God. We must have a sense of courage and courage to face our fears. We must have a sense of patience and patience to wait for our dreams. We must have a sense of perseverance and perseverance to keep going when things get tough. We must have a sense of humility and humility to know our place. We must have a sense of gratitude and gratitude for what we have. We must have a sense of forgiveness and forgiveness for others. We must have a sense of mercy and mercy for others. We must have a sense of kindness and kindness to others. We must have a sense of compassion and compassion for others. We must have a sense of empathy and empathy for others. We must have a sense of understanding and understanding for others. We must have a sense of tolerance and tolerance for others. We must have a sense of acceptance and acceptance for others. We must have a sense of inclusion and inclusion for others. We must have a sense of belonging and belonging for others. We must have a sense of connection and connection for others. We must have a sense of community and community for others. We must have a sense of family and family for others. We must have a sense of friendship and friendship for others. We must have a sense of love and love for others. We must have a sense of hope and hope for the future. We must have a sense of faith and faith in God. We must have a sense of courage and courage to face our fears. We must have a sense of patience and patience to wait for our dreams. We must have a sense of perseverance and perseverance to keep going when things get tough. We must have a sense of humility and humility to know our place. We must have a sense of gratitude and gratitude for what we have. We must have a sense of forgiveness and forgiveness for others. We must have a sense of mercy and mercy for others. We must have a sense of kindness and kindness to others. We must have a sense of compassion and compassion for others. We must have a sense of empathy and empathy for others. We must have a sense of understanding and understanding for others. We must have a sense of tolerance and tolerance for others. We must have a sense of acceptance and acceptance for others. We must have a sense of inclusion and inclusion for others. We must have a sense of belonging and belonging for others. We must have a sense of connection and connection for others. We must have a sense of community and community for others. We must have a sense of family and family for others. We must have a sense of friendship and friendship for others. We must have a sense of love and love for others.



TABLE XXXIX

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

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

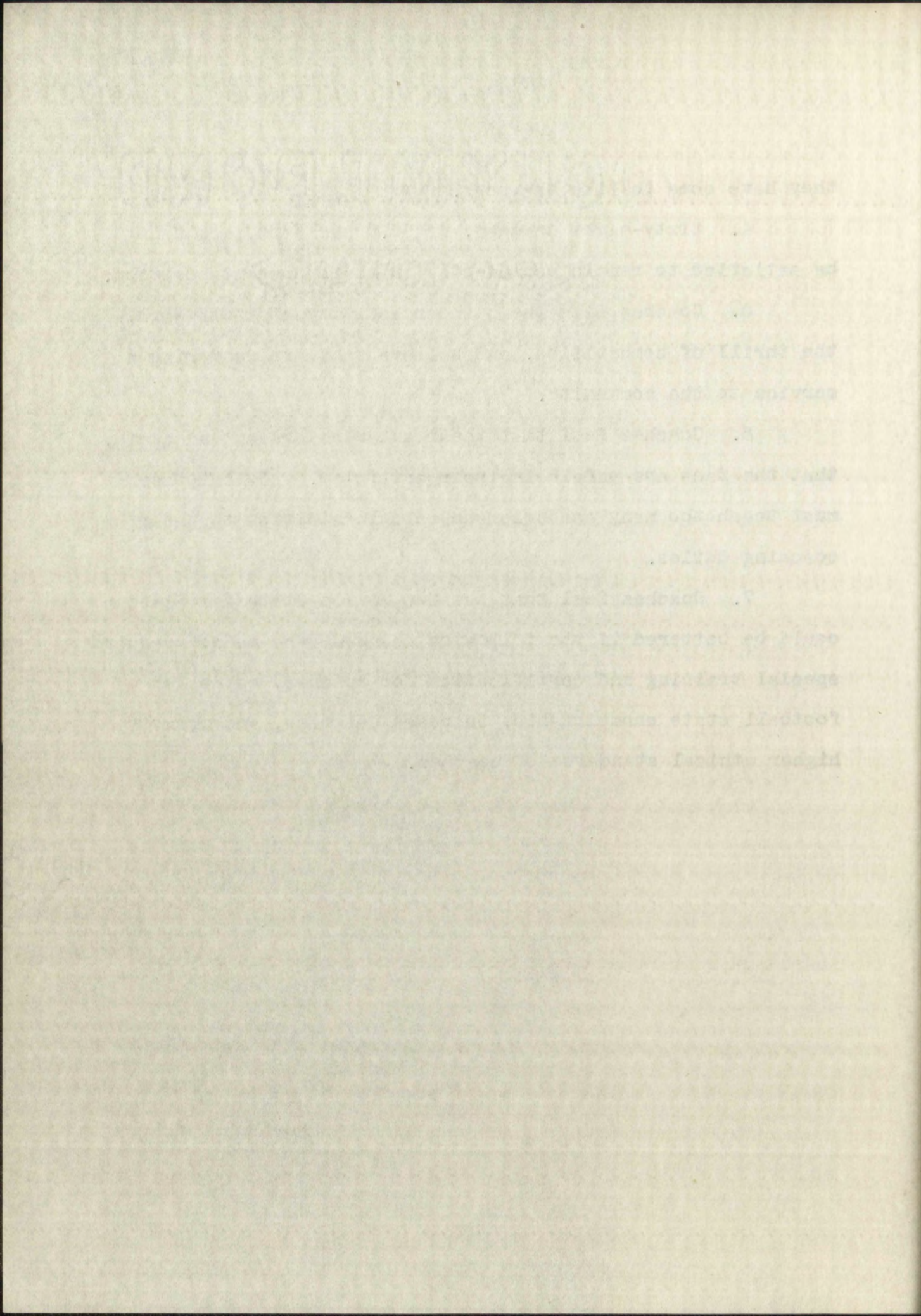
4. Sixty-eight coaches, or 85.0 per cent, would not be satisfied to remain permanently in their present position.

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



# CHAPTER VIII

## THE TEACHER'S POSITION IN THE SCHOOLS

The material presented in this chapter is intended to show that the teacher's position in the schools is not as isolated as it is often supposed to be. The teacher is not only a member of the school community, but he is also a member of the larger community. His position is not isolated, but it is a position of responsibility. He is not only a member of the school community, but he is also a member of the larger community. His position is not isolated, but it is a position of responsibility. He is not only a member of the school community, but he is also a member of the larger community. His position is not isolated, but it is a position of responsibility.

### THE TEACHER'S POSITION IN THE SCHOOLS

Table VIII shows that teachers are most often found in positions of responsibility. They are not only members of the school community, but they are also members of the larger community. Their position is not isolated, but it is a position of responsibility. They are not only members of the school community, but they are also members of the larger community. Their position is not isolated, but it is a position of responsibility. They are not only members of the school community, but they are also members of the larger community. Their position is not isolated, but it is a position of responsibility.



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



CONTRACT NUMBER

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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



UNITED STATES OF AMERICA  
DEPARTMENT OF THE ARMY  
OFFICE OF THE CHIEF OF STAFF  
WASHINGTON, D. C.

MEMORANDUM FOR THE CHIEF OF STAFF  
SUBJECT: [Illegible]

1. [Illegible]

2. [Illegible]

3. [Illegible]

4. [Illegible]

5. [Illegible]

6. [Illegible]



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



STATE OF NEW YORK

IN SENATE

January 10, 1907

REPORT

OF THE

COMMISSIONERS OF THE LAND OFFICE

IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE

ON JANUARY 10, 1906

ALBANY:

THE STATE PRINTING OFFICE

1907

Price, 10 CENTS

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Albany, N. Y.

1907

Local printer: J. J. ...

Commissioner of the Land Office

Albany, N. Y.

1907



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)



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



TABLE III (continued)			
ALUMINA WHICH IS PRESENT IN THE FURNACE AS A RESULT OF THE REACTION OF THE ALUMINA WITH THE FURNACE GASES			
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Sample	Alumina	Alumina	Alumina
1	2	3	4
<hr/>			
Sample	Alumina	Alumina	Alumina
5	6	7	8
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Sample	Alumina	Alumina	Alumina
9	10	11	12
<hr/>			
Sample	Alumina	Alumina	Alumina
13	14	15	16
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Sample	Alumina	Alumina	Alumina
17	18	19	20
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Sample	Alumina	Alumina	Alumina
21	22	23	24
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Sample	Alumina	Alumina	Alumina
25	26	27	28
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Sample	Alumina	Alumina	Alumina
29	30	31	32
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Sample	Alumina	Alumina	Alumina
33	34	35	36
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Sample	Alumina	Alumina	Alumina
37	38	39	40
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Sample	Alumina	Alumina	Alumina
41	42	43	44
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Sample	Alumina	Alumina	Alumina
45	46	47	48
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Sample	Alumina	Alumina	Alumina
49	50	51	52
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Sample	Alumina	Alumina	Alumina
53	54	55	56
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Sample	Alumina	Alumina	Alumina
57	58	59	60
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Sample	Alumina	Alumina	Alumina
61	62	63	64
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Sample	Alumina	Alumina	Alumina
65	66	67	68
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Sample	Alumina	Alumina	Alumina
69	70	71	72
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Sample	Alumina	Alumina	Alumina
73	74	75	76
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Sample	Alumina	Alumina	Alumina
77	78	79	80
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Sample	Alumina	Alumina	Alumina
81	82	83	84
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Sample	Alumina	Alumina	Alumina
85	86	87	88
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Sample	Alumina	Alumina	Alumina
89	90	91	92
<hr/>			
Sample	Alumina	Alumina	Alumina
93	94	95	96
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Sample	Alumina	Alumina	Alumina
97	98	99	100
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## 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



## INTRODUCTION

## SCOPE

In this study, the data obtained from the questionnaire sent to the various schools of the High School Athletic Association for the school year 1934-35 have been analyzed in order to determine the extent of the athletic coaches' influence on the number of athletes who answered the questionnaire as members of the association for the school year 1934-35. The results of this study are presented in the following table.

## GENERAL INFORMATION

The use of athletic coaches varied from twenty-two to twenty-five years and the mean age was 22.5. It was found that the coaches in the study were mostly of the white race and that those in the larger schools were more experienced. Group I coaches were 22.5, 23.5, and 24.5 years of age. The average coach was about 23 years of age and was married. It is significant that 75% of the coaches were married and only one was single. This suggests that coaches were born in the United States.



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



which might be interpreted in part because the data is somewhat  
actively today and the accumulation has been made in only a few  
the next thirty years.

The reasons have acquired importance in the past  
only 25.5 of them indicated that there was no significant  
in the past. The bulk of the property was not acquired  
in the earlier school years the same was true for the later  
expenditures are available from the 1950-1951 school year.

#### EDUCATIONAL TRAINING AND RELATED ACTIVITIES OF STUDENTS

It was shown that 25.5 per cent of the property was  
related belonging to the athletic association from 1950-1951  
from the athletic association. The data indicates that the  
State Teachers College have their graduates in 1951 the same  
and 18.5 per cent of the schools respectively.

Only five schools, on 5.1 per cent, have indicated  
between but twenty-eight others have property from 1950-1951  
degree. The mean number of registered persons that schools have  
toward the property degree is 19.0. Schools in 1950-1951  
the property was under 100--10.75.

Twenty schools or 20.5 per cent have property  
and 10.5 per cent on 5.1 per cent have property from 1950-1951  
the property was no significant that schools have property  
in 1950-1951 education was in order to see if it was related  
that 5.1 per cent of the schools have a major property 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.



UNIVERSITY OF  
ILLINOIS  
AT URBANA



### SALARIES OF ATHLETIC COACHES

There 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 than \$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

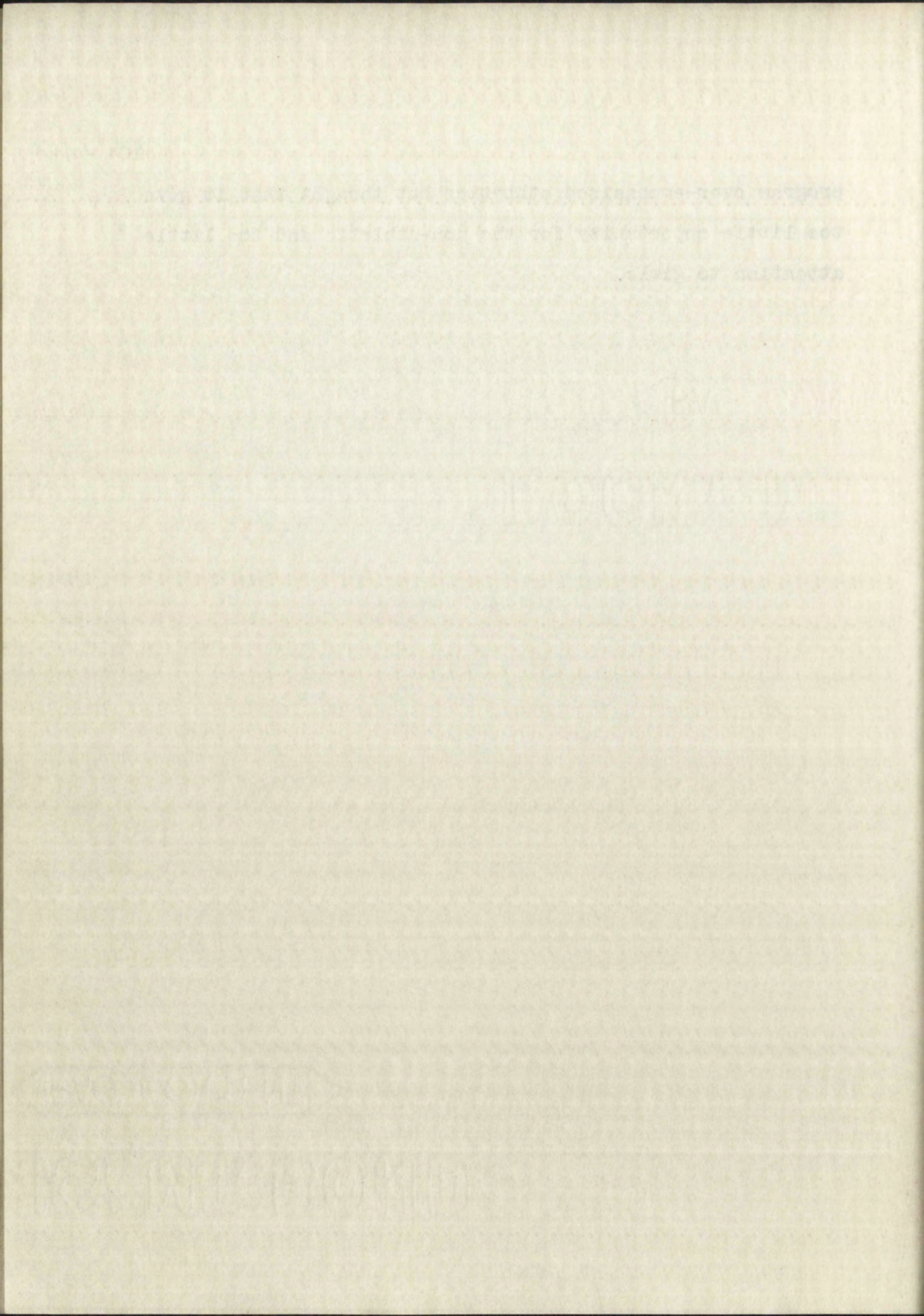






program over-emphasized athletics but thought that it gave too little opportunity for the non-athletic and too little attention to girls.

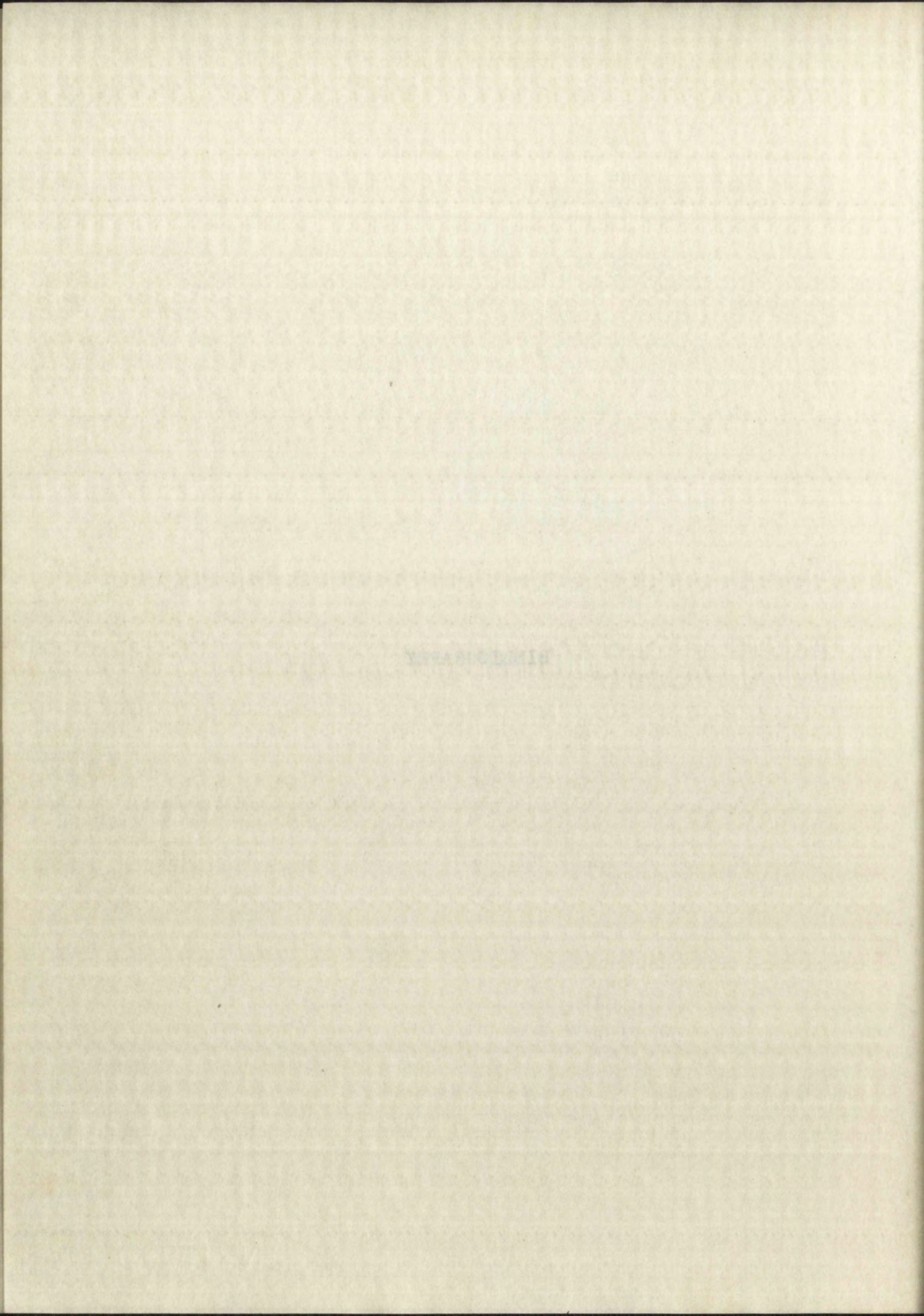






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APPENDIX

1. The study of the history of the United States in the North American continent is a subject of increasing importance. The study of the history of the United States is a subject of increasing importance.

2. The study of the history of the United States is a subject of increasing importance. The study of the history of the United States is a subject of increasing importance.

3. The study of the history of the United States is a subject of increasing importance. The study of the history of the United States is a subject of increasing importance.

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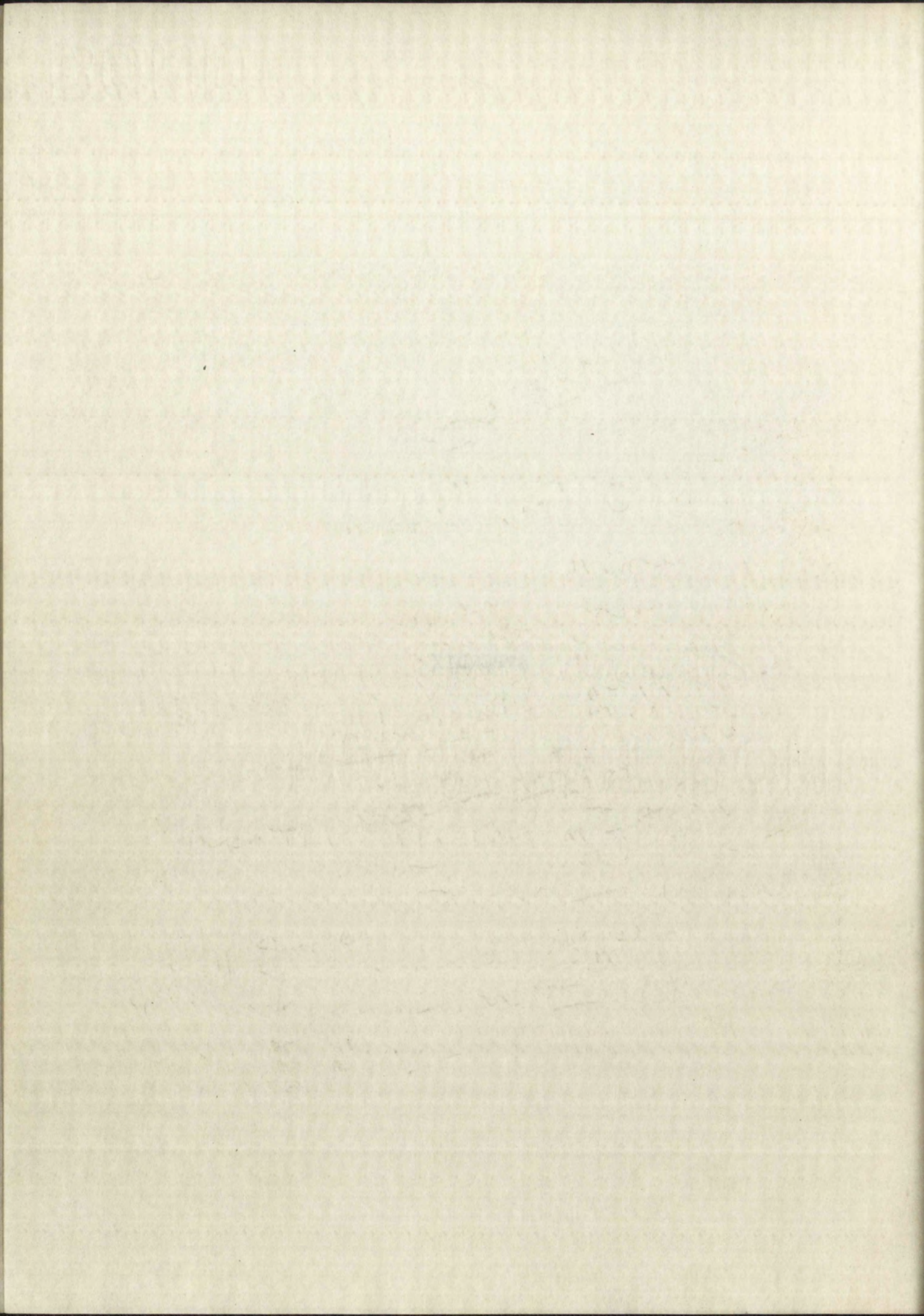
6. The study of the history of the United States is a subject of increasing importance. The study of the history of the United States is a subject of increasing importance.

7. The study of the history of the United States is a subject of increasing importance. The study of the history of the United States is a subject of increasing importance.



## 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.)



APPENDIX

UNITED STATES DEPARTMENT OF THE INTERIOR

THE STATUS OF MINERAL RESOURCES AND MINING IN MONTANA  
REPORT OF THE GEOLOGICAL SURVEY

1900

Of the various industries, of which the mining is the most important, the status of the mineral resources of the State is of the greatest importance. The purpose of this report is to give a general description of the mineral resources of the State, and to show the progress of the mining industry in Montana during the year 1900.

I. GENERAL INFORMATION

1. Area of mineral lands, \_\_\_\_\_ square miles.
2. Number of mineral lands, \_\_\_\_\_.
3. Number of mineral lands, \_\_\_\_\_.
4. Number of mineral lands, \_\_\_\_\_.
5. Number of mineral lands, \_\_\_\_\_.
6. Number of mineral lands, \_\_\_\_\_.
7. Number of mineral lands, \_\_\_\_\_.
8. Number of mineral lands, \_\_\_\_\_.
9. Number of mineral lands, \_\_\_\_\_.
10. Number of mineral lands, \_\_\_\_\_.

II. MINING AND MINERAL RESOURCES

1. Name of the mine, \_\_\_\_\_.
2. Location of the mine, \_\_\_\_\_.
3. Name of the mine, \_\_\_\_\_.
4. Location of the mine, \_\_\_\_\_.
5. Name of the mine, \_\_\_\_\_.
6. Location of the mine, \_\_\_\_\_.
7. Name of the mine, \_\_\_\_\_.
8. Location of the mine, \_\_\_\_\_.
9. Name of the mine, \_\_\_\_\_.
10. Location of the mine, \_\_\_\_\_.



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. _____ (quarter hrs.
Anthropometry	_____ (semester hrs. _____ (quarter hrs.
Corrective gymnastics	_____ (semester hrs. _____ (quarter hrs.
Coaching athletics	_____ (semester hrs. _____ (quarter hrs.
Apparatus	_____ (semester hrs. _____ (quarter hrs.
Military science	_____ (semester hrs. _____ (quarter hrs.
Physiology	_____ (semester hrs. _____ (quarter hrs.
Anatomy	_____ (semester hrs. _____ (quarter hrs.
Organization and administra- tion of physical education	_____ (semester hrs. _____ (quarter hrs.
Organization and administra- tion of athletics	_____ (semester hrs. _____ (quarter hrs.
Organization and administra- tion of intramural sports	_____ (semester hrs. _____ (quarter hrs.
History of physical education	_____ (semester hrs. _____ (quarter hrs.
First aid	_____ (semester hrs. _____ (quarter hrs.
Swimming	_____ (semester hrs. _____ (quarter hrs.
Boxing	_____ (semester hrs. _____ (quarter hrs.
Wrestling	_____ (semester hrs. _____ (quarter hrs.
Clubs and wands	_____ (semester hrs. _____ (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

<u>Schools</u>	<u>Year</u>	<u>Length of term</u>	<u>Credit</u>
_____	_____	_____	(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:

	<u>Member of regular or reserve squad</u>	<u>Made first team</u>
Football	_____	_____
Basketball	_____	_____
Baseball	_____	_____
Track	_____	_____
Tennis	_____	_____
_____	_____	_____
_____	_____	_____

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

	<u>Member of class squad</u>	<u>Member of reserve squad</u>	<u>Member of varsity squad</u>
Football	_____	_____	_____
Basketball	_____	_____	_____
Track	_____	_____	_____
Baseball	_____	_____	_____



Elementary (continued)

1. The following have been most widely known to

be the most important in the history of

the world.

2. The following have been most widely known to

be the most important in the history of

the world.

3. The following have been most widely known to

be the most important in the history of

the world.

4. The following have been most widely known to

be the most important in the history of

the world.

5. The following have been most widely known to

be the most important in the history of

the world.

6. The following have been most widely known to

be the most important in the history of

the world.

7. The following have been most widely known to

be the most important in the history of

the world.

8. The following have been most widely known to

be the most important in the history of

the world.

9. The following have been most widely known to

be the most important in the history of

the world.

10. The following have been most widely known to

be the most important in the history of

the world.

11. The following have been most widely known to

be the most important in the history of

the world.

12. The following have been most widely known to

be the most important in the history of

the world.

13. The following have been most widely known to

be the most important in the history of

the world.



## 13. (continued)

	<u>Member of class squad</u>	<u>Member of reserve squad</u>	<u>Member of varsity squad</u>
Tennis	_____	_____	_____
Wrestling	_____	_____	_____
Boxing	_____	_____	_____
Lacrosse	_____	_____	_____
Hockey	_____	_____	_____
Swimming	_____	_____	_____
Gymnastics	_____	_____	_____
Fencing	_____	_____	_____
Water polo	_____	_____	_____
Equestrian polo	_____	_____	_____
Cross coun- try ski- ing	_____	_____	_____
Soccer	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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

	<u>Class numer- als or simi- lar award</u>	<u>Reserve letter or similar award</u>	<u>Varsity letter or similar award</u>
Football	_____	_____	_____
Basketball	_____	_____	_____
Track	_____	_____	_____
Baseball	_____	_____	_____
Tennis	_____	_____	_____
Wrestling	_____	_____	_____
Boxing	_____	_____	_____
Lacrosse	_____	_____	_____
Hockey	_____	_____	_____
Swimming	_____	_____	_____
Gymnastics	_____	_____	_____
Fencing	_____	_____	_____
Water polo	_____	_____	_____
Eques. polo	_____	_____	_____
Cross coun. skiing	_____	_____	_____
Soccer	_____	_____	_____
_____	_____	_____	_____



1. The first part of the report is a general statement of the purpose and scope of the study. It is followed by a brief review of the literature on the subject. The next section is a description of the methods used in the study. This is followed by a presentation of the results of the study. The final section is a discussion of the results and their implications.

2. The second part of the report is a detailed description of the methods used in the study. This includes a description of the subjects, the materials, and the procedures. It also includes a description of the data collection and analysis methods. This section is followed by a presentation of the results of the study. The final section is a discussion of the results and their implications.



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  

<u>States</u>	<u>Number of years</u>
_____	_____
_____	_____
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:

	<u>Part of our program</u>	<u>Under my supervision</u>
Playground ball	_____	_____
Wrestling	_____	_____
Boxing	_____	_____
Soccer	_____	_____
Basketball	_____	_____
Football	_____	_____
Baseball	_____	_____
Tennis	_____	_____
Golf	_____	_____

3. In addition to coaching I teach the following:

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



1. To determine the number of persons who have been admitted to the institution since the last report.

Admitted	Discharged	Died	Returned to the community	Transferred to another institution
100	50	20	30	10
110	60	25	35	15
120	70	30	40	20
130	80	35	45	25
140	90	40	50	30
150	100	45	55	35
160	110	50	60	40
170	120	55	65	45
180	130	60	70	50
190	140	65	75	55
200	150	70	80	60

2. To determine the number of persons who have been discharged from the institution since the last report.

Discharged	Admitted	Died	Returned to the community	Transferred to another institution
50	100	20	30	10
60	110	25	35	15
70	120	30	40	20
80	130	35	45	25
90	140	40	50	30
100	150	45	55	35
110	160	50	60	40
120	170	55	65	45
130	180	60	70	50
140	190	65	75	55
150	200	70	80	60

3. To determine the number of persons who have died since the last report.

Died	Admitted	Discharged	Returned to the community	Transferred to another institution
20	100	50	30	10
25	110	60	35	15
30	120	70	40	20
35	130	80	45	25
40	140	90	50	30
45	150	100	55	35
50	160	110	60	40
55	170	120	65	45
60	180	130	70	50
65	190	140	75	55
70	200	150	80	60

4. To determine the number of persons who have been returned to the community since the last report.

Returned to the community	Admitted	Discharged	Died	Transferred to another institution
30	100	50	20	10
35	110	60	25	15
40	120	70	30	20
45	130	80	35	25
50	140	90	40	30
55	150	100	45	35
60	160	110	50	40
65	170	120	55	45
70	180	130	60	50
75	190	140	65	55
80	200	150	70	60



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 champion-  
 ship \_\_\_\_\_  
 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 \_\_\_\_\_



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40. The fortieth aspect of the problem is the



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



The purpose of this report is to provide information on the progress of the work done during the period from 1st January to 31st December 1961.

The work has been carried out in accordance with the programme of work approved by the Committee at its meeting on 15th November 1960.

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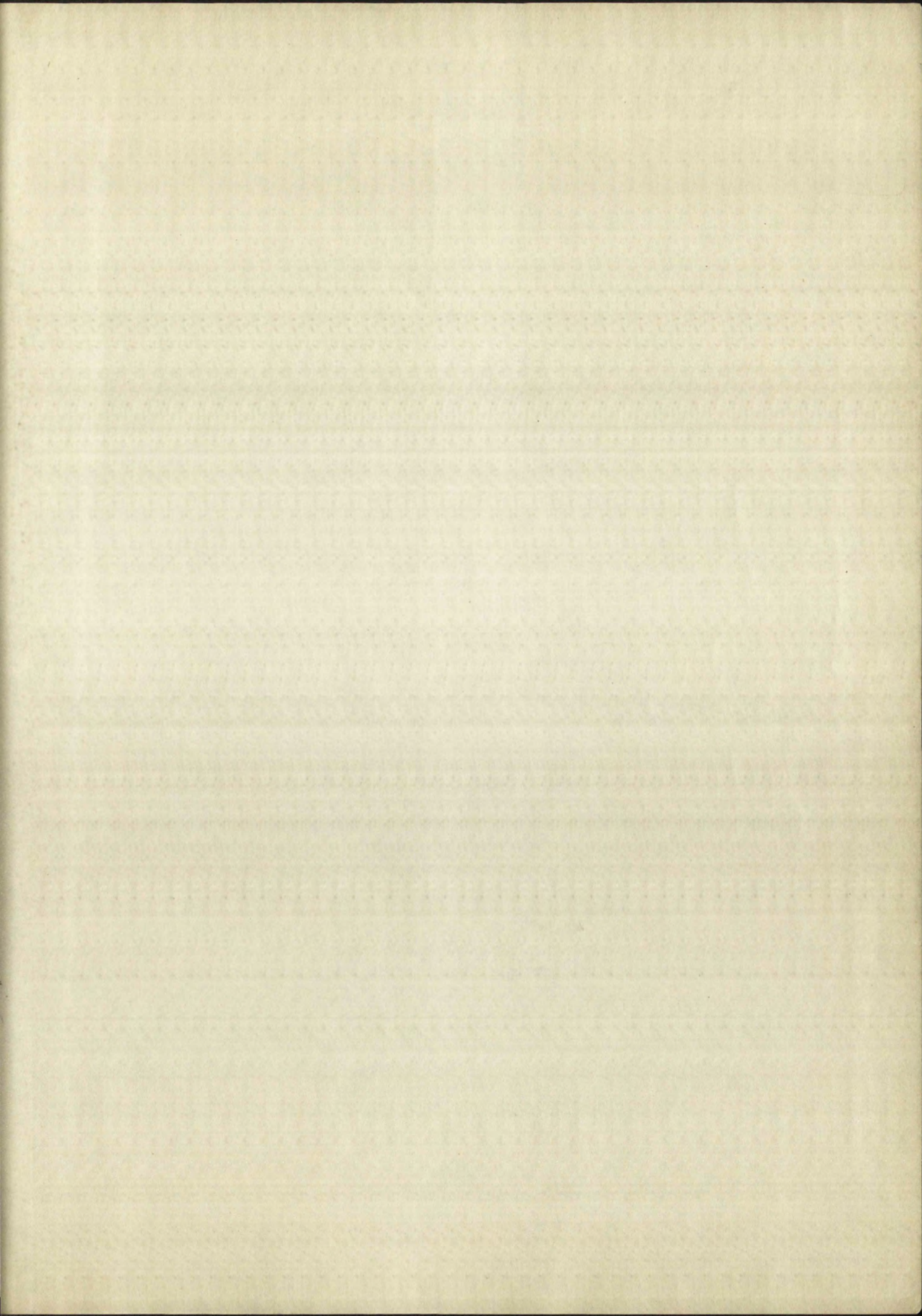
	Favorable to winning teams	Unfavorable to winning teams
Adequate physical plant and facilities	_____	_____
Strong rivalry with opponents	_____	_____
Strong competition within easy travel distance	_____	_____
Good faculty cooperation	_____	_____
Strong student morale and support	_____	_____
Teachers too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

REMARKS OR COMMENTS:

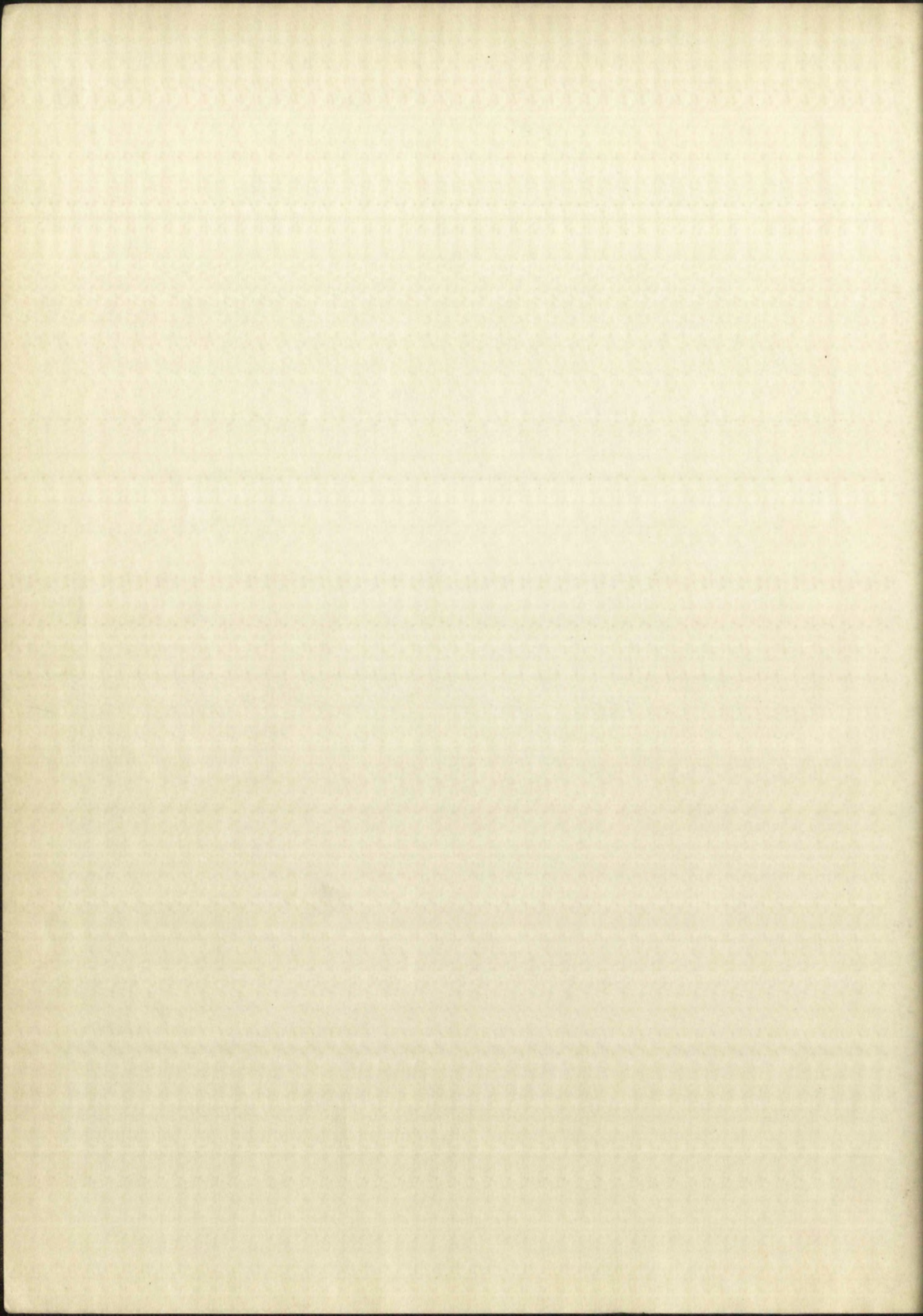


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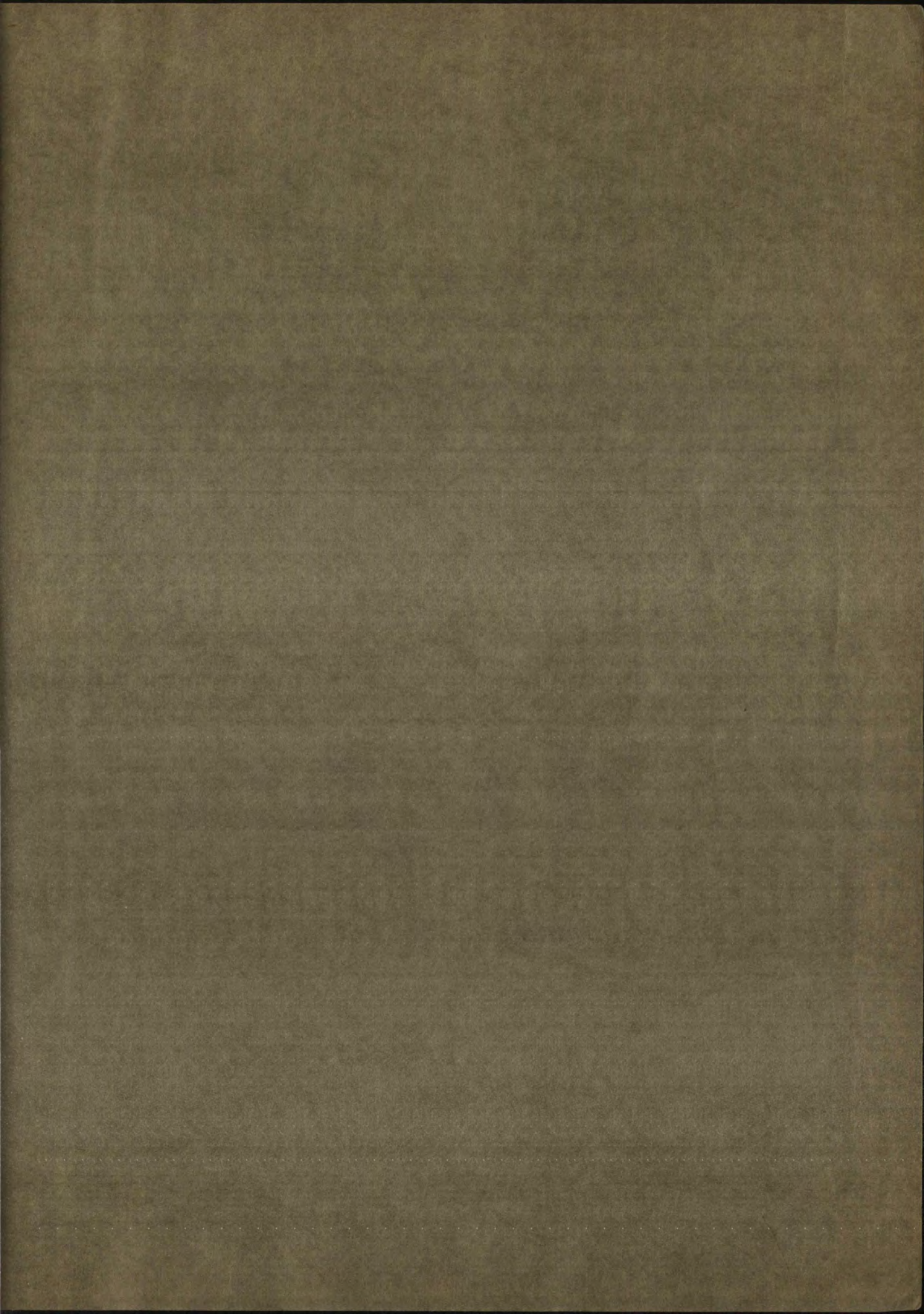














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