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A survey of the educational and athletic background and teaching load of the athletic coaches in the Negro high schools of North Carolina

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SERVICE PAPER

A SURVEY OF THE EDUCATIONAL AND ATHLETIC BACKGROUND
AND TEACHING LOAD OF THE ATHLETIC COACHES IN THE
NEGRO HIGH SCHOOLS OF NORTH CAROLINA

Submitted by

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1948

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Education

School of Education
Gift of J.M. Hickerson
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CHAPTER I

INTRODUCTION

Statement of Problem

The purpose of this study is to secure the following information about the athletic coaches in the Negro high schools in the state of North Carolina

CHAPTER I

INTRODUCTION

Biographical Background of Coaches

- a. Fields of preparation
- b. Degrees held

Collegiate Athletic Experience of Coaches

Teaching Load of Coaches

- a. Number of classes per week
- b. Classes taught

Some Notes On The Administration And Operation Of The
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Teaching Load of Coaches

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- b. Classes taught

1/ State Superintendent of Public Instruction, "Educational Directory of North Carolina, 1947-48," Raleigh, North Carolina, 1947.

2/ State Superintendent of Public Instruction, "North Carolina Public Schools," Biennial Report, Publication 1944-1946, pp. 7-10.

Some Notes On The Administration And Operation Of The
Public Schools Of North Carolina

The State of North Carolina supports a dual system of education; that is, separate schools for pupils of both races. Of the 971 high schools in the State, 229 are for Negro pupils. 180 of the Negro high schools are accredited.^{1/}

The State takes a more direct part in the support and administration of schools than is usual in the United States. The State bears the entire cost of operation schools for a minimum 8 month term. The administrative unit, county or city, may levy taxes, by a vote of the people, to supplement State funds in order to extend the school term or provide additional educational services. The state does not provide funds for maintenance of school buildings, fixed debts, or capital outlay.^{2/}

^{1/} State Superintendent of Public Instruction, "Educational Directory". Publication #266, Raleigh, North Carolina, 1947-48.

^{2/} State Superintendent of Public Instruction, "North Carolina Public Schools," Biennial Report, Publication #264 1944-1946, pp. 7-10.

There are two types of administrative units in the State of North Carolina. The County is the basic unit which includes all schools within its territory except that included within city units. City administrative units are districts within a city or town with a scholastic population of 1000 or more. Each type of unit is authorized a Superintendent of Instruction, who, along with the County Board of education and the City Board of Trustees, carry out all administrative duties as prescribed by the State Board of Education. There are 100 county units and 70 city units.^{1/}

The State allotment of teachers is based on the average daily attendance for the first seven months of the previous school year. Four teachers are allotted for the first 80 students in average daily attendance in high school and additional teachers for every 33 pupils in addition.^{2/}

The transportation of school children at public expense is one of the biggest phases of the educational program in the State. This program of consolidation increases educational opportunities for pupils of rural areas; by doing

^{1/} State Superintendent Of Public Instruction, "North Carolina Public Schools", Biennial Report, Publication #264, Raleigh, North Carolina, 1944-46, p.9

^{2/} Ibid, p. 79.

away with many of the 1 and 2 teacher schools, bringing them together and providing for more specialized instruction.

This program not only consolidates schools within an administrative unit, but allows for transportation of pupils from one unit to another. Many cities and counties without enough pupils of the grade levels to operate a high school are transported to another administrative unit. This is most prevalent among Negro pupils.

Value of Study

With increased emphasis being placed on sports throughout the country and with the widespread acceptance of the place of athletics in the high school program, a study of this kind is both timely and valuable. Since the coaching of athletics require teaching of skills, techniques, and strategy of the game, the training and experience of those persons charged with such are of real importance. If the coach's abilities are limited by his professional training and experience, the problem becomes challenging from the point of view of its implications for those whom he is coaching.

No previous study of the training and collegiate athletic experience of coaches in the Negro high schools of North Carolina has been made; therefore, it should be interesting from an educational viewpoint, to critically examine the existing conditions in regards to the training and experiences of co-

aches in the Negro high schools of North Carolina

Limitations of Method

For the collection of data for this study, the questionnaire was used. While this is a practical method for a study of this type, there are certain limitations that must be considered.

The questionnaire, as a method of collecting data, is considered by some in the field as a questionable device. Whitney,^{1/} describes it as the "worst device" used in collecting personal data. He accredits this both to "inherent deficiencies" and the "bad reputation" of the questionnaire. It has been called the "underworld method of science" by Young ^{2/} when used as a sole method of collecting data.

Smith,^{3/} in studying the validity of questionnaire data, states, "In no cases studied does the validity of

^{1/} Whitney, F.L., "Elements of Research", Prentice-Hall, Inc. 1946, p. 135

^{2/} Young, P.V., "The Validity of Schedules and Questionnaires", Journal of Educational Sociology, September, 1940, 14:26

^{3/} Smith, F.V., "The Direct Validation of Questionnaire Data", Educational Administration and Supervision, Vol. XXI, No. 8, November, 1935, p. 573

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Smith, F.V., "The Direct Validation of Questionnaire Data", Educational Administration and Supervision, Vol. XXI, No. 8, November, 1933, p. 373

the questionnaire data seem to meet the rigorous demands made by the more precise sciences than those which depend in part upon the questionnaire for the collection of their data". He further states, "Requests for factual data involving personal accomplishments seem to get responses that are somewhat colored by errors of over statement".

The writer realizes the shortcomings of this method. However, he feels that the nature and source of the data for this study, that is, factual data coming from an indirect source, warrants the use of the questionnaire.

CHAPTER II
RELATED RESEARCH

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RELATED RESEARCH

Recently a number of investigators have studied various phases of the high school athletic program; usually by the questionnaire method.

From responses to 108 questionnaires covering 81 cities in 25 states, Evans and Barry, ^{1/} reports a summary of conditions existing in regards to administration and finance of high school athletic programs. They report (1) a definite trend toward coaching by teachers of the health and physical education staff.

Are athletic teams coached by members of the health and physical education staff? Yes - 44; No - 8; Some - 3.
 (2) - balance between the cities giving extra compensation and those that do not -- compensation rate ranges from \$3 per day to \$750 per season; (3) a strong trend toward widening the scope of the athletic program--sixteen different sports listed, most frequent basketball, football, track, and baseball.

^{1/} Evans, Ruth and Barry, Robert, "Report of a Study on Administration and Finance of High School Athletics for 1946", Research Quarterly, Vol. 17, No. 3, October, 1946, pp. 204-207.

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^{1/} Evans, Ruth and Berry, Robert, "Report of a Study on Administration and Finance of High School Athletics for Boys", Research Quarterly, Vol. 17, No. 3, October, 1946, pp. 204-207.

A study of this kind was carried out by Palmieri 1/ in Massachusetts in 1946. Many interesting facts were brought out in this study. Some of the more important are:

23.4% of the coaches in that state have master's degrees. 64.9% have Bachelor's degrees and 11.1% have no degrees. 54.3% of the coaches teach either their graduate or undergraduate major. 12.6% teach their undergraduate minor and 22% do not teach their major or minor.

70.7% of the coaches have had varsity or squad experience in college. 29.4 designate no experience.

Of those with college experience, 29.6% are three or four year lettermen in one sport or more.

1/ Palmieri, Joseph, "A Survey of the High School Athletic Coaches in Massachusetts", Masters Thesis, Boston University, School of Education, Boston, Massachusetts, 1946.

CHAPTER III
PLAN OF SURVEY

Collection of Data

In collecting data for a study of this type the personal interview would perhaps be a better method. But since circumstances prevented the writer from visiting all the Negro schools in the state, and inquiry by correspondence seemed the only possible method for obtaining the data needed. In setting up the questionnaire for the study, the writer attempted to make the form as simple and brief as possible, without losing sight of the information sought.

CHAPTER III
PLAN OF SURVEY

In looking over the Negro high schools, as listed by the "Educational Directory", of the State of North Carolina,^{1/} it was found that most of the non-accredited schools were of the 1 and 2 teacher type. It seems reasonable to assume that these schools have too few pupils and would lack necessary teacher personnel and equipment, to engage successfully in inter-collegiate sports.

^{1/} State Superintendent of Public Instruction, "Educational Directory of the State of North Carolina", Publication No. 288, Raleigh, North Carolina, 1947-49.

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1/ State Superintendent of Public Instruction, "Educational Directory of the State of North Carolina", Publication No. 266, Raleigh, North Carolina, 1947-48.

1/ State Superintendent of Public Instruction, "Handbook for Elementary and Secondary Schools", Publication #255, Raleigh, North Carolina, 1947, p. 63.

2/ Davis, K.A. and Barrow, S.B. "A Critical Study of Questionnaire in Education", Educational Administration and Supervision, Vol. XXI, N.S., February, 1933, p. 193.

Since all accredited high schools must have a minimum of 3 teachers, 1/ plus other standards related to size of school, only those schools are included in this study. Questionnaires were mailed to principals of 180 accredited high schools.

Responses to the Questionnaire

The data was broken down into 4 groups, namely: schools with 3-5 teachers, 6-10, 11-17, and 18 or over. Of the 96 schools with 3-5 teachers 58 responded; approximately 60.4 per cent. Schools with 6-10 teachers, 60 in number, returned 38 or approximately 63.3 per cent of the questionnaires; of the 15 schools with 11-17 teachers 11 or approximately 73.3 per cent responded; of the 9 schools with 18 or more teachers 7 or 77.8 per cent responded.

Justification of Method

Despite the many shortcomings of the questionnaire method, many of its most severe critics recognize its importance in collecting certain kinds of data. Davis and Barrow, 2/ state that, "The questionnaire will probably always be one

1/ State Superintendent of Public Instruction, "Handbook for Elementary and Secondary Schools". Publication #255, Raleigh, North Carolina, 1947, p. 53.

2/ Davis, R.A. and Barrow, E.L. "A Critical Study of Questionnaire in Education", Educational Administration and Supervision, Vol. XXI, N.2, February, 1935, p. 144.

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Responses to the Questionnaire

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1/ State Superintendent of Public Instruction, "Handbook for Elementary and Secondary Schools", Publication #235, Raleigh, North Carolina, 1927, p. 53.

2/ Davis, R.A. and Barrow, E.L. "A Critical Study of Questionnaire in Education", Educational Administration and Supervision, Vol. XXI, No. 2, February, 1933, p. 144.

of the chief means of gathering data on certain problems in Education". They believe that rather than to discredit the questionnaire, because of its limitations, there should be a serious effort to increase its efficiency.

Concerning errors of human judgment involved in the response, Kelly, 1/ says, "The act of human judgment is involved in getting any information about any phenomenon in any realm of thought, even in the so-called sciences, the only instrument available for predicting future values is the questionnaire". He states further that "unless and until experimental science relieves us of the need of human judgment, or removes from our minds an interest in unique events, this wayward child of science, feeble as it may be, will always remain an indispensable helper. It will thus be always needed and we can but hope that it will curb its intrusive disposition and mend its unseemly ways".

Reliability and Validity

Whitney, 2/ referring to a study he headed in which the accurateness of questionnaire responses was checked by per-

1/ Kelly, T.L., "Scientific Method: Its Function in Research And in Education", The McMillan Company, New York, N.Y., 1932, pp. 183

2/ Whitney, F.L., "The Elements of Research, Prentice-Hall, Inc., 1946, P. 139.

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Smith, 1/ seems to favor the questionnaire if used to collect factual data. He states that "The validity of responses involving judgment and opinion seems to be lower than responses to request for factual data".

Koos and Norton, 2/ give as the basic and essential criteria for a good questionnaire, the ability and the willingness of the persons approached to make reliable answers. The persons approached in this study, the principals, are able to give reliable answers, for the information asked for is usually filed in the principal's office. The willingness of the principals to answer is expressed by the responses made.

1/ Smith, E.L., Op. cit., p. 573.

2/ Koos, L.V. and Norton, J.K., "The Questionnaire", Research Bulletin, Vol. VIII, No. 1, National Education Association, 1930.

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GROUPING OF DATA

In considering ways of grouping the data for this study, a choice was made in regard to the size of school rather than the size of the town or city represented by the school.

Favoring this type of grouping is the fact that the percentage of Negro population varies from city to city and a breakdown according to population would not be descriptive. Too, the plan of consolidation of pupils from rural areas would have a great affect on such a grouping.

Since the state allotment of teachers, as discussed previously, is based on the number of pupils, the number of teachers gives a good indication of the size of the school.

In the 180 accredited Negro high schools in the State, the number of teachers range from 3 to 42. 156 of these schools have 10 or less teachers and only 6 have more than 20. With such a wide range and with the majority of the schools grouping in the lower bracket, at least 4 groups are needed to place them in similar groups.

A majority of the schools (96) have 3 to 5 teachers. These schools are used as one group. The second group comprises those schools with 6 to 10 teachers (60 schools). Included in the third group, (15 schools) are those with 11 to 17 teachers. The fourth group (9 schools) consist of those with 18 or more teachers.

EFFICIENCY BOND

GROWING OF DATA

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Since the state of Missouri is a large state, the number of schools in each county is small, and the number of pupils in each school is small. In order to get a fair representation of the size of the school, teachers give a good indication of the size of the school.

In the 1930 school year, the number of schools in the state was 10,000. The number of teachers varies from 100 to 100,000. The number of pupils varies from 100 to 100,000. The number of schools is small, and the number of pupils is small. The number of teachers is small, and the number of pupils is small. The number of schools is small, and the number of pupils is small.

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ANALYSIS OF DATA

An analysis of the data was made for the following:

1. To find the degrees that the coaches are holding
2. To find out where the coaches received their graduate and undergraduate degrees.
3. To find the major and minor fields of preparation of the coaches
4. To find the percentage of coaches with training in physical education
5. To find the amount of collegiate athletic experience the coaches have had in the sports they are coaching.
6. To find the most common subjects the coaches are teaching
7. To find the percentage of coaches teaching physical education and those with training in same
8. To find the mean number of classes per week the coaches are teaching
9. To find the percentage of coaches receiving extra pay
10. To find the most common interscholastic sports in the Negro high schools of North Carolina

CHAPTER IV

FINDINGS

Degrees Held By Coaches

In the 114 schools responding to the questionnaire, there are a total of 137 coaches. All of them hold Bachelor Degrees. Seventeen, or approximately 12.4 per cent of the coaches hold the Master's Degree.

The distribution of these degrees are shown by Table I. The group of schools having the largest percentage of coaches with Masters is that of schools (18 or more teachers). Four of the schools, or approximately 30.8 per cent are found in this group; the group of schools with 11 to 17 teachers reports 8, or approximately 12.1 per cent; the group with 6 to 10 teachers, 7, or 14.0 per cent; and the group with 3 to 5 teachers, 3, or approximately 5.9 per cent.

CHAPTER IV

FINDINGS

Schools From Which Coaches Received Their Degrees

Table I also shows the schools from which the coaches graduated. It can be seen that the most popular school for graduate work is Columbia University. Five, or approximately 29.4 per cent of the coaches with Masters graduated from Columbia. Rating second with 4, or approximately 23.5 per cent is New York University. Two, or approximately 11.8 per cent of the coaches received their masters from the

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TABLE I

DEGREES HELD BY COACHES AND SCHOOLS FROM WHICH THE DEGREES WERE RECEIVED

SCHOOLS (MASTER'S DEGREES)	3-5		6-10		11-17		Over 18		TOTAL	
	Teacher		Teacher		Teacher		Teacher		No.	Per Cent
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
Columbia University	1	33.3	2	25.0	1	50.0	1	25.0	5	29.4
New York University	0	0	3	37.5	1	50.0	0	0	4	23.5
University of Penn- sylvania	1	33.3	1	12.5	0	0	0	0	2	11.8
Boston University	0	0	0	0	0	0	1	25.0	1	5.9
Butler University	0	0	1	12.5	0	0	0	0	1	5.9
Harvard University	0	0	1	12.5	0	0	0	0	1	5.9
Temple University	0	0	0	0	0	0	1	25.0	1	5.9
University of Mich- igan	1	33.3	0	0	0	0	0	0	1	5.9
Yale University	0	0	0	0	0	0	1	25.0	1	5.9
Total	3	17.6	8	47.1	2	11.3	4	23.5	17	100.0
(BACHELOR'S DEGREES)										
Agricultural and Technical College	13	22.8	14	28.0	2	11.8	1	7.7	30	21.9
Shaw University	12	21.1	3	6.0	5	29.4	6	46.2	26	18.9
Johnson C. Smith University	9	15.8	6	12.0	2	11.8	0	0	18	12.1
Winston Salem Teach- ers College	1	1.8	6	12.0	1	5.9	0	0	8	5.8
N. C. State College	1	1.8	6	12.0	1	5.9	0	0	8	5.8
Fayetteville State Teachers College	2	3.5	5	10.0	0	0	0	0	7	5.1
Livingstone College	6	10.5	1	2.0	0	0	0	0	7	5.1
Saint Augustine College	4	7.5	1	2.0	0	0	0	0	5	3.6

TABLE I (Cont.)

DEGREES HELD BY COACHES AND SCHOOLS FROM WHICH THE DEGREES WERE RECEIVED

SCHOOLS (BACHELOR'S DEGREES)	3-5 Teacher Schools		6-10 Teacher Schools		11-17 Teacher Schools		Over 18 Teacher Schools		TOTAL	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Elizabeth City Teachers College	1	1.8	3	6.0	1	5.9	0	0	5	3.6
Hampton Institute	0	0	0	0	1	5.9	3	23.1	4	2.9
Lincoln University	1	1.8	0	0	1	5.9	1	7.7	3	2.2
S. C. State College	3	5.3	0	0	0	0	0	0	3	2.2
Howard University	1	1.8	1	2.0	0	0	0	0	2	1.5
Fisk University	2	3.5	0	0	0	0	0	0	2	1.5
Morgan College	0	0	1	2.0	0	0	0	0	1	.7
W. Virginia State	0	0	1	2.0	0	0	0	0	1	.7
Talladega College	0	0	1	2.0	0	0	0	0	1	.7
Xavier College	0	0	0	0	0	0	1	7.7	1	.7
Claflin College	0	0	1	2.0	0	0	0	0	1	.7
Atlanta University	0	0	0	0	1	5.9	0	0	1	.7
Knoxville College	0	0	0	0	1	5.9	0	0	1	.7
Tenn. State Agricult- ural & Tech College	0	0	0	0	1	5.9	0	0	1	.7
Kittrell College	1	1.8	0	0	0	0	0	0	1	.7
TOTAL	57		50		17		13		137	

*All computations reported to the nearest tenths

University of Pennsylvania. From the following schools one coach, or approximately 5.9 per cent of the coaches graduated: Boston University, Butler, University, Harvard University, Temple University, University of Michigan, and Yale University.

The returns of the questionnaires reveal that the greatest number of coaches did their undergraduate work at Agricultural and Technical College. Thirty of the 137 coaches or approximately 21.9 per cent graduated from this school. The other schools are listed in order of their popularity as revealed by the questionnaire returns: Shaw University 26, or 18.9 per cent; Johnson C. Smith University 18, or 12.1 per cent; Winston Salem Teachers College and North Carolina State College 8 or approximately 5.8 per cent each; Fayetteville State Teachers College and Livingstone College 7 or approximately 5.1 per cent each; Saint Augustine College and Elizabeth City State Teachers College 5 or approximately 3.6 per cent each; Hampton Institute 4 or 2.9 per cent; Lincoln University and South Carolina State College 3 or approximately 2.2 per cent each; Howard University and Fisk University 2, or approximately 1.5 per cent each; West Virginia State College, Talladega College, Xavier University, Claflin College, Atlanta University, Knoxville College, Tennessee State Agricultural and Technical College, and Kittrell College 1, or approximately .7 per cent each.

Only one school, Shaw University, seems to have significant favor among any one group of schools. In the schools with 18 or more teachers, 6 of the 13 coaches, or approximately 46.2 per cent finished this university. The other schools tend to follow general trends of popularity in the various groups.

Major and Minor Fields of Preparation of Coaches

Considering both major and minor fields of the coaches, more have training in mathematics than in any other field. Forty of the coaches, or approximately 31.8 per cent report mathematics as their major or minor. Rating second is general science, 39, or 28.5 per cent have training in this field.

Table II shows the number and per cent of each subject in which the coaches have had training. Physical Education and Education Administration are the most popular graduate fields. In each of these fields, 4, or 23.5 per cent of the coaches with masters are trained in these fields. Three, or approximately 17.6 per cent report Education as their graduate major. Psychology, Theology, Chemistry, Industrial Education, and Public Health, also English are each reported once as graduate majors.

The frequency of subjects as undergraduate majors range from 1 to 20. Latin, Industrial Arts, Theology, and Vocational Education appeared once as major fields of preparation. Mathematics and Elementary Education appeared 20 times each.

TABLE II
 FIELDS OF PREPARATION OF COACHES

GRADUATE MAJOR			UNDER GRADUATE MAJOR			UNDER GRADUATE MINOR		
Subject	No	Per Cent	Subject	No	Per Cent	Subject	No	Per Cent
Education Adminis.	4	23.5	Elementary Education	20	14.6	Physical Education	24	17.5
Physical Education	4	23.5	Mathematics	20	14.6	General Science	21	15.3
Education	3	17.6	General Science	18	13.1	Mathematics	20	14.6
English	1	5.9	History	14	10.2	English	14	10.2
Industrial Education	1	5.9	Biology	10	7.3	History	10	7.3
Psychology	1	5.9	Chemistry	10	7.3	Chemistry	5	3.7
Public Health	1	5.9	English	10	7.3	Biology	4	2.9
Chemistry	1	5.9	Physical Col. Education	10	7.3	French	3	2.2
			Agriculture	9	6.6	Social Science	3	2.2
			Social Sc.	8	5.8	Education	2	1.5
			French	4	2.9	Health Education	2	1.5
			Industrial Art	1	.7	Industrial Art	2	1.5
			Latin	1	.7	Business Adminis.	1	.7
			Theology	1	.7	Agriculture	1	.7
			Voc. Educ.	1	.7	German	1	.7
						Music	1	.7
						Pre-Medicine	1	.7
						Physics	1	.7
						No Minor	21	15.3

* All computations reported to the nearest tenths

It is significant to note that Elementary Education is quite popular as a major for coaches. This is perhaps due to the fact that many of the schools have all grades and members of the Elementary department are often called upon to take charge of the high school athletics. Coaches with majors in Elementary Education are most prevalent in the smaller schools. Eight, or 40.0 per cent of the coaches with Elementary majors are found in the group of schools with 3 to 5 teachers, while 10, or 50.0 per cent are found in the group with 6 to 10 teachers. Two, or 10 per cent are found in the group with 11 to 17 teachers. None are found in the group with 18 or more teachers.

Second most frequent subject as undergraduate major is general science. Eighteen, or approximately 13.1 per cent of the coaches report general science as their major field. Fourteen, or 10.2 per cent have a major in history. Ten, or 7.3 per cent of the coaches have Physical Education, biology, chemistry, and English as majors. Nine, or 6.6 per cent have agriculture majors. There are 8, or 5.8 per cent with majors in the social sciences. Four, or 2.9 per cent have majors in French. One, or .7 per cent list Latin, Industrial Arts, Theology, and Vocational Education as their majors.

Physical education is the most popular undergraduate minor for the coaches - with 24, or 17.5 per cent of them having it as a minor. Twenty-one, or 15.3 per cent of the coaches have minors in general science. Twenty, or 14.6 per cent have minors in mathematics; fourteen or 10.2 per cent with English; ten, or 7.3 per cent indicated history as their minors; five, or 3.7 per cent have minors in chemistry; four, or 2.9 per cent of the coaches have minors in biology; three, or 2.2 per cent have minors in social science and French; two, or 1.5 per cent have minors in Education, Industrial Arts, and Health Education; one, or .7 per cent have minors in business administration, agriculture, German, music, physics, and pre-medicine; twenty-one, or 15.3 per cent did not indicate a minor field.

Coaches With Training in Physical Education

Table III gives the number and per cent of coaches in the various groups with training in physical education. Considering both majors and minors, 25.5 per cent (35) have had training in this field; four with a graduate major, 10 with undergraduate major, and 24 with an undergraduate minor. One of those with a graduate major indicated no undergraduate training in physical education.

From the various groups; none of the coaches in the group of schools with 3 to 5 teachers have graduate majors in physical education; 1 each in groups with 6 to 10 teachers and 11 to 17 teachers; and 2 in the group of schools with 18

TABLE III
COACHES WITH TRAINING IN PHYSICAL EDUCATION

	3-5 Teacher Schools		6-10 Teacher Schools		11-17 Teacher Schools		18 or more Teacher Schools		TOTAL	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Master's Degree	3	5.3	8	16.0	2	11.8	4	30.8	17	12.4
Master's in Physical Educa- tion	0	0	1	12.5	1	50.0	2	50.0	4	23.5
Under Graduate Major in Physi- cal Education	3	5.3	4	8.0	0	0	3	23.1	10	7.3
Under Graduate Minor in Physi- cal Education	10	17.5	7	14.0	6	35.3	1	7.7	24	17.5

*All computations reported to the nearest tenths

or more teachers.

Coaches with undergraduate minors are 10 (17.5 per cent) in the schools with 3 to 5 teachers; 7 (14.0 per cent) in the 6 to 10 group; 6 (35.3 per cent) in the group with 11 to 17 teachers, and 1 (7.7 per cent) in the group of schools with 18 or more teachers.

Collegiate Athletic Experience of Coaches

The number and per cent of coaches with college letters, squad experience only, and no experience in each group are shown by Table IV.

The football coaches are more experienced than those of any other sport - as indicated by the questionnaires returned. 92.1 per cent of the football coaches have had collegiate athletic experience. Forty-three of the 51 football coaches (84.3 per cent) are college lettermen; Four (7.8 per cent) have squad experience and no experience.

Ranking second in regards to collegiate athletic experience are the tennis coaches. 85.2 per cent of the coaches have experience while 5 (31.3 per cent) have had squad experience. Four (25.0 per cent) have played no varsity tennis in college.

The basketball coaches are third highest in the percentage of those with varsity experience. 82.2 per cent of those coaching basketball have had experience in college basketball. 65 of the 112 coaches (58.1 per cent) are college lettermen

or more teachers.

Coaches with undergraduate minors are 10 (17.5 per cent) in the schools with 3 to 5 teachers; 7 (14.0 per cent) in the 6 to 10 group; 5 (32.3 per cent) in the group with 11 to 14 teachers, and 1 (7.7 per cent) in the group of schools with 15 or more teachers.

Collegiate Athletic Experience of Coaches

The number and per cent of coaches with college letters and grad experience only, and no experience in each group are shown by Table IV.

The football coaches are more experienced than those of

any other sport - as indicated by the questionnaire return-

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(84.3 per cent) are college lettermen; Four (7.8 per cent)

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Ranking second in regards to collegiate athletic experience

are the tennis coaches. 85.8 per cent of the coaches have

experience while 5 (31.3 per cent) have had grad experience.

Four (25.0 per cent) have played no varsity tennis in college.

The basketball coaches are third highest in the percentage

of those with varsity experience. 82.2 per cent of those

coaching basketball have had experience in college basketball.

65 of the 112 coaches (58.1 per cent) are college lettermen

TABLE IV
COLLEGIATE ATHLETIC EXPERIENCE OF COACHES

SPORT	SCHOOL WITH	COLLEGE LETTERMEN		SQUAD EXPERIENCE ONLY		NO EXPERIENCE		TOTAL
		NO.	PER CENT	NO.	PER CENT	NO.	PER CENT	
B A S E B A L L	3-5 Teachers	8	38.1	4	19.1	9	42.9	21
	6-10 Teachers	15	71.9	3	14.3	3	14.3	21
	11-17 Teachers	4	80.0	1	20.0	0	0.0	5
	18 or more Teachers	1	50.0	0	0	1	50.0	2
	Total	28	57.1	8	16.3	13	26.5	49
B A S K E T B A L L	3-5 Teachers	27	50.9	15	28.3	11	20.8	53
	6-10 Teachers	25	60.9	5	12.2	11	26.8	41
	11-17 Teachers	8	72.7	2	18.2	1	9.1	11
	18 or more Teachers	5	71.4	0	0	2	28.6	7
	Total	65	58.1	27	24.1	25	22.3	112
F O O T B A L L	3-5 Teachers	10	66.7	3	20.0	2	13.6	15
	6-10 Teachers	16	88.9	1	5.6	1	5.6	18
	11-17 Teachers	10	90.9	0	0	1	9.1	11
	18 or more Teachers	7	100.0	0	0	0	0	7
	Total	43	84.3	4	7.8	4	7.8	51
T E N N I S	3-5 Teachers	2	50.0	1	25.0	1	25.0	4
	6-10 Teachers	3	33.3	3	33.3	3	33.3	9
	11-17 Teachers	0	0	1	100.0	0	0	1
	18 or more Teachers	2	100.0	0	0	0	0	2
	Total	7	43.7	5	31.3	4	25.0	16

TABLE IV
COLLEGIATE ATHLETIC EXPERIENCE OF COACHES

TOTAL	SQUAD CAPTAIN - NO REPORT		SQUAD ONLY		COLLEGE LETTERMAN		SCHOOL WITH	SPORT
	NO. COACHES	AVERAGE	NO. COACHES	AVERAGE	NO. COACHES	AVERAGE		
21	3	42.3	4	19.1	8	28.1	3-5 Teachers	B
21	2	14.5	2	14.5	12	41.9	6-10 Teachers	A
3	0	0.0	1	30.0	4	30.0	11-15 Teachers	S
2	1	50.0	0	0	1	50.0	16 or more Teachers	T
49	13	28.8	5	18.8	25	37.1	Total	
23	11	20.9	12	23.2	27	30.9	3-5 Teachers	A
41	11	24.8	2	12.5	22	30.9	6-10 Teachers	S
11	1	9.1	2	18.5	8	25.7	11-15 Teachers	T
7	2	23.5	0	0	5	41.4	16 or more Teachers	DAI
112	22	22.3	27	24.1	62	34.1	Total	
12	2	12.8	2	20.0	10	28.7	3-5 Teachers	F
13	1	8.8	1	5.8	12	28.3	6-10 Teachers	O
11	1	9.1	0	0	10	30.9	11-15 Teachers	T
7	0	0	0	0	7	100.0	16 or more Teachers	A
21	4	7.8	4	7.8	13	24.3	Total	
4	1	25.0	1	25.0	2	20.0	3-5 Teachers	T
3	2	22.5	2	22.5	3	22.3	6-10 Teachers	S
1	0	0	1	100.0	0	0	11-15 Teachers	F
2	0	0	0	0	2	100.0	16 or more Teachers	I
12	4	22.0	2	21.5	7	24.7	Total	

TABLE IV (Cont.)
COLLEGIATE ATHLETIC EXPERIENCE OF COACHES

SPORT	SCHOOL WITH	COLLEGE LETTERMEN		SQUAD EXPERIENCE ONLY		NO EXPERIENCE		TOTAL
		No.	PER CENT	No.	PER CENT	No.	PER CENT	
T R A C K	3-5 Teachers	1	25.0	1	25.0	2	50.0	4
	6-10 Teachers	7	63.6	0	0	4	36.4	11
	11-17 Teachers	2	40.0	2	40.0	1	20.0	5
	18 or more Teachers	3	100.0	0	0	0	0	3
	Total	13	56.5	3	13.1	7	30.4	23
B O X I N G	3-5 Teachers	0	0	0	0	1	100.0	1
	6-10 Teachers	0	0	0	0	0	0	0
	11-17 Teachers	0	0	0	0	0	0	0
	18 or more Teachers	1	100.0	0	0	0	0	1
	Total	1	50.0	0	0	1	50.0	2
S O F T B A L L	3-5 Teachers	0	0	0	0	4	100.0	4
	6-10 Teachers	0	0	0	0	1	100.0	1
	11-17 Teachers	0	0	0	0	0	0	0
	18 or more Teachers	0	0	0	0	0	0	0
	Total	0	0	0	0	5	100.0	5
GRAND TOTAL		159		47		59		

*All computations reported to the nearest tenths

TABLE IV
COLLEGIATE ATHLETIC EXPERIENCE OF COACHES
(Cont.)

SPORT	SCHOOL WITH WHICH	COLLEGE EXPERIENCE		SQUAD EXPERIENCE - NO KICKING		TOTAL
		NO. PER CENT	NO. PER CENT	NO. PER CENT	NO. PER CENT	
T	3-5 Teachers	1	25.0	1	25.0	2
R	6-10 Teachers	7	87.5	0	0	7
A	11-15 Teachers	2	40.0	1	20.0	3
C	16 or more Teachers	3	100.0	0	0	3
	Total	13	82.5	2	12.5	15
S	3-5 Teachers	0	0	0	0	0
O	6-10 Teachers	0	0	0	0	0
X	11-15 Teachers	0	0	0	0	0
I	16 or more Teachers	1	100.0	0	0	1
	Total	1	100.0	0	0	1
6	3-5 Teachers	0	0	0	0	0
7	6-10 Teachers	0	0	1	100.0	1
T	11-15 Teachers	0	0	0	0	0
8	16 or more Teachers	0	0	0	0	0
	Total	0	0	1	100.0	1
GRAND TOTAL		133		47		180

*All computations reported to the nearest tenth

and 27 (24.1 per cent) are experienced as squad members. 25 (22.3 per cent) are without experience in college.

The baseball coaches, ranking fourth, have a percentage of 73.4. Of the 49 coaches of baseball, 28 (57.1 per cent) won letters in college. 8 (16.3 per cent) are experienced as squad members. 13 (26.5 per cent) are inexperienced in college baseball.

69.6 per cent of the coaches connected with track have varsity experience in that sport. 13 of the 23 track coaches (56.5 per cent) received college letters and 3 (13.1 per cent) were squad members. 7 (30.4 per cent) did not participate in track while in college.

Of the 2 boxing coaches reported, 1 was a college letterman (50.0 per cent) and 1 without experience in college.

None of the coaches of softball reported were experienced in college.

Two (1.5) per cent of the 137 coaches are reported to have college letters in 5 different sports. 5 (3.6 per cent) have letters in 4 different sports. 10 (7.3 per cent) are 3 lettermen and 27 (12.4 per cent) are 2 lettermen. 46 (33.6 per cent) have letters in at least one sport that they are coaching.

and 27 (24.1 per cent) are experienced as squad members, 23 (22.3 per cent) are without experience in college.

The baseball coaches, ranking fourth, have a percentage of 73.4. Of the 43 coaches of baseball, 23 (57.1 per cent) won letters in college, 8 (18.3 per cent) are experienced as squad members, 13 (29.5 per cent) are inexperienced in college baseball.

69.8 per cent of the coaches connected with track have variety experience in that sport. 13 of the 23 track coaches (58.5 per cent) received college letters and 3 (13.1 per cent) were squad members, 7 (30.4 per cent) did not participate in track while in college.

Of the 2 boxing coaches reported, 1 was a college letterman (50.0 per cent) and 1 without experience in college.

None of the coaches of softball reported were experienced in college.

Two (1.6) per cent of the 124 coaches are reported to have college letters in 3 different sports, 2 (2.6 per cent) have letters in 4 different sports, 10 (7.3 per cent) are 3 lettermen and 27 (12.4 per cent) are 2 lettermen, 48 (33.8 per cent) have letters in at least one sport that they are coaching.

Subjects Taught In Conjunction With Coaching

Mathematics, the most popular field of preparation, is also the most popular subject taught by the coaches. This subject (see Table V) was mentioned 34 times. 24.2 per cent of the coaches teach mathematics.

Health and Physical Education, taught by 32 (23.2 per cent) of the coaches, ranks second. General science is third - mentioned 28 times or taught by 20.4 per cent of the coaches.

History was mentioned 22 times (16.1 per cent); English 14 times (10.2 per cent); biology 13 times (9.5 per cent); chemistry 11 (8.8 per cent); social science 8 times (5.8 per cent); agriculture and physics 7 times each (5.1 per cent); and French 6 times (4.4 per cent).

"All eighth grade subjects" are mentioned 6 times (4.4 per cent); "All seventh grade subjects" are taught by 4 (2.9 per cent) of the coaches; Industrial Arts 1.5 per cent (2). "All sixth grade subjects" and music were mentioned once or .7 per cent. Two (1.5 per cent) indicated no classes (these were principals of schools). Twenty (14.5 per cent) did not indicate any subjects taught in conjunction with coaching.

TABLE V
SUBJECTS TAUGHT IN CONJUNCTION WITH COACHING

	5-5 Teacher Schools		6-19 Teacher Schools		11-17 Teacher Schools		18 or More Teachers		TOTAL	
	NO	PER CENT	NO	PER CENT	NO	PER CENT	NO	PER CENT	NO	PER CENT
Mathematics	15	26.3	15	30.0	2	11.8	2	15.4	34	24.2
Health and Physical Educ...	11	19.3	10	20.0	6	35.3	5	38.5	32	23.2
General Science	15	26.3	9	18.0	2	11.8	2	15.4	28	20.4
History	14	24.6	5	10.0	2	11.8	1	7.7	22	16.1
English	6	10.5	5	10.0	3	17.6	0	0	14	10.2
Biology	7	12.3	3	6.0	2	11.8	1	7.7	13	9.5
Chemistry	3	5.3	7	14.0	0	0	1	7.7	11	8.8
Social Science	6	10.5	2	4.0	2	11.8	0	0	8	5.8
Agriculture	4	7.0	3	6.0	0	0	0	0	7	5.1
Physics	5	8.6	2	4.0	0	0	0	0	7	5.1
French	1	1.8	2	4.0	2	11.8	1	7.7	6	4.4
All 8th Grade	3	5.3	3	6.0	0	0	0	0	6	4.4
All 7th Grade	2	3.5	2	4.0	0	0	0	0	4	2.9
Industrial Arts	1	1.8	1	2.0	0	0	0	0	2	1.5
All 6th Grade	0	0	1	2.0	0	0	0	0	1	.7
Music	0	0	1	2.0	0	0	0	0	1	.7
No Classes (Prin)	1	1.8	1	2.0	0	0	0	0	2	1.5
Not indicating Subjects taught	10	17.5	5	10.0	4	23.5	1	7.7	20	14.5
Number of Coaches	57		50		17		13		137	

All computations reported to the nearest tenths

TABLE V
SUBJECTS TAUGHT IN CONJUNCTION WITH COACHING

Subject	1957		1958		1959		1960		1961		TOTAL
	No	Pct	No	Pct	No	Pct	No	Pct	No	Pct	
Mathematics	15	28.3	15	28.3	15	28.3	15	28.3	15	28.3	75
Health and Physical Educ.	11	20.8	11	20.8	11	20.8	11	20.8	11	20.8	55
General Science	15	28.3	15	28.3	15	28.3	15	28.3	15	28.3	75
History	14	26.5	14	26.5	14	26.5	14	26.5	14	26.5	70
English	10	19.2	10	19.2	10	19.2	10	19.2	10	19.2	50
Biology	7	13.3	7	13.3	7	13.3	7	13.3	7	13.3	35
Chemistry	3	5.7	3	5.7	3	5.7	3	5.7	3	5.7	15
Social Science	6	11.5	6	11.5	6	11.5	6	11.5	6	11.5	30
Agriculture	4	7.7	4	7.7	4	7.7	4	7.7	4	7.7	20
Physics	5	9.6	5	9.6	5	9.6	5	9.6	5	9.6	25
French	1	1.9	1	1.9	1	1.9	1	1.9	1	1.9	5
All 8th Grade	3	5.7	3	5.7	3	5.7	3	5.7	3	5.7	15
All 7th Grade	2	3.8	2	3.8	2	3.8	2	3.8	2	3.8	10
Industrial Arts	1	1.9	1	1.9	1	1.9	1	1.9	1	1.9	5
All 6th Grade	0	0	0	0	0	0	0	0	0	0	0
Music	0	0	0	0	0	0	0	0	0	0	0
No Classes (Print)	1	1.9	1	1.9	1	1.9	1	1.9	1	1.9	5
Not indicating	10	19.2	10	19.2	10	19.2	10	19.2	10	19.2	50
Subjects taught	10	19.2	10	19.2	10	19.2	10	19.2	10	19.2	50

All computations reported to the nearest tenth

Of the 32 coaches that are teaching Physical Education, 18 (56.3 per cent) have had training either as a major or minor in college. 14 (43.8 per cent) of the coaches teaching Physical Education had training on this field.

Three of the 8 coaches (37.5 per cent) teaching Physical Education in the group of schools with 3 to 5 teachers had training in the field; 5 of the 10 (50.0 per cent) in the 6 to 10 teachers group; 3 of the 6 (50.0 per cent) in the 11 to 17 teachers group; and 3 of the 5 coaches (60.0 per cent) in the 18 or more teachers group.

Considering all subjects taught in conjunction with coaching, the coaches have had training either as a major or minor in 85.5 per cent of the subjects they are teaching. They have had no training in 14.5 per cent of the subjects they are teaching.

Coaches Teaching Physical Education

Although ranking second in popularity as a subject being taught by the coaches, only 32 (23.2 per cent) of the coaches teach this subject (see Table V). This subject is mentioned 11 times (19.3 per cent) in the 3 to 5 teachers group; 10 times (20.0 per cent) in the 6 to 10 teachers group; 6 times (35.3 percent) in the 11 to 17 teachers group; and 5 times (38.5 per cent) in the 18 or more teachers group.

Only 5 of the coaches teach physical education solely. (15.6 per cent of those teaching physical education or 3.6 per cent of the 137 coaches). Four (80.0 per cent) of those 5 coaches teaching physical education are in the group of schools with 18 or more teachers, and 1 (16.7 per cent) are in the 11 to 17 teachers group.

Number of Classes Per Week Taught by Coaches

The 129 coaches (8 questionnaires did not indicate any classes) are teaching a total of 2895 classes per week or a mean number, 22.4. Their teaching load ranges from no class (2 principals) to 40 classes per week. One coach teaches 40 classes (see Table VI).

The lightest teaching load is carried by the coaches in the group of largest schools (18 or more teachers). Their load ranges from 15 (4 coaches) to 30 (2 coaches) classes per week. Six coaches in this group teach 20 classes per week and one teaches 25 classes per week. The mean number of classes for this group is 20.4.

The teaching load in the group of schools with 11 to 17 teachers ranges from 20 (8 coaches) to 30 classes per week (2 coaches). Four coaches teach 25 classes per week in this group. The mean number of classes per week is 22.9.

The mean number of classes per week for the coaches in the schools with 6 to 10 teachers is 23.6. Ranging from no classes (1 principal) to 35 classes (2 coaches). Ten of the coaches teach 30 classes per week, 16 teach 25, 14 teach 20, and 4 teach 15 classes per week.

The group of schools with 3 to 5 teachers report a mean number of 23.6 classes per week. The teaching load ranges from no classes (1 principal-coach) to 40 classes per week. Eleven of the coaches have 30 classes per week; 20 coaches teach 25 and 20 classes per week; and 2 coaches teach 15 classes per week.

The number of classes that the teachers coaching 1,2,3,4, and 5 sports per year are shown by Table VII. Sixty of the coaches (46.5 per cent) are affiliated with only one sport per year. Of the 60, one (principal) teaches no classes; 2 teach 15 classes; 19 teach 20 classes; 23 teach 25 classes; 13 teach 30 classes; 1 teaches 35 classes and 1 teaches 40 classes per week. The mean number of classes per week for these is 24.2

Thirty-four of the coaches (26.4 per cent) coach 2 sports per year. Five of these coaches have a total of 15 classes per week; 17 with a total of 20; 10 with 25 per week, and 2

TABLE VI
NUMBER OF CLASSES PER WEEK TAUGHT BY COACHES

Number Of Classes Per Week	3 - 5 Teacher Schools Frequency	6 - 10 Teacher Schools Frequency	11 - 17 Teacher Schools Frequency	18 or More Teachers Frequency	Total Frequency
0	1	1	0	0	2
5	0	0	0	0	0
10	0	0	0	0	0
15	2	4	0	4	10
20	20	14	8	6	48
25	20	16	4	1	41
30	11	10	2	2	25
35	0	2	0	0	2
40	1	0	0	0	1
	N= 55	N= 47	N= 14	N= 13	N=129
	Mean= 23.6	Mean=23.6	Mean=25.9	Mean=20.4	Mean=22.4

NOTE:

8 of the questionnaires did not indicate the number of classes per week (2 in 3-5 teachers group; 3 in the 6-10 teachers group; and 3 in the 11-17 teachers group).

All Computations Reported To The Nearest Tenths

TABLE VII
 NUMBER OF CLASSES TAUGHT PER WEEK BY COACHES COACHING
 1 TO 5 SPORTS PER YEAR

Number of Classes Per Week	Teachers Coaching					Total
	1 Sport	2 Sports	3 Sports	4 Sports	5 Sports	
0	1	0	1	0	0	2
5	0	0	0	0	0	0
10	0	0	0	0	0	0
15	2	5	2	1	0	10
20	19	17	8	3	1	48
25	23	10	5	2	1	41
30	13	2	4	3	3	25
35	1	0	1	0	0	2
40	1	0	0	0	0	1
	N= 60	N= 34	N= 21	N= 9	N= 5	N= 129
	Mean=24.2	Mean=21.3	Mean=22.4	Mean=23.9	Mean= 27.0	Mean=22.4

* All Computations Carried To The Nearest Tenths

TABLE VII
 NUMBER OF CLASSES TAUGHT PER WEEK BY COACHES COACHING
 1 TO 5 SPORTS PER YEAR

Number of Classes per Week	Teachers Coaching				Total
	1 Sport	2 Sports	3 Sports	4 Sports	
0	1	0	0	0	1
5	0	0	0	0	0
10	0	0	0	0	0
15	2	2	1	0	10
20	19	17	8	1	45
25	23	10	8	1	41
30	13	2	3	2	20
35	1	0	0	0	1
40	1	0	0	0	1

Mean = 24.9	Mean = 11.3	Mean = 38.4	Mean = 37.0	Mean = 33.4
N = 60	N = 34	N = 21	N = 9	N = 5

* All Computations Carried To The Nearest Tenths

have a total of 30 classes per week. The mean number of classes per week for these coaches teaching 2 sports is 21.3.

Of the 21 coaches working with 3 sports per year, 1 (principal) does not teach any classes; 2 teach 15 classes per week; 8 teach 20 per week; 5 teach 25 per week; 4 teach 30 per week; and 1 teaches 35 classes per week. The mean number of classes per week for this group is 22.4.

Nine coaches are coaching 4 sports per year. Of these, one one has 15 classes per week; 3 have 20 per week; 2 have 25 per week; and 3 have 30 classes per week. The mean number of classes for the coaches teaching 4 sports per year is 23.9.

The mean number of classes for coaches coaching 5 sports is 27.0. There are a total of 5 coaches that coach 5 sports. 1 coach has 20 classes per week; 1 has 25 per week; and 3 have 30 classes per week.

Coaches Receiving Extra Pay

Only 20 of the 137 (10.1 per cent) coaches receive extra compensation for coaching. Seven or 53.8 per cent of the coaches in the schools with 18 or more teachers receive extra pay for coaching. Six or 35.3 per cent of the coaches in the schools with 11 to 17 teachers receive extra pay.

Of the 50 coaches in the schools with 6 to 10 teachers, 6 (12.0 per cent) are paid extra for coaching. 1 or 1.8 per cent of the coaches in the schools with 3 to 5 teachers is paid extra for his coaching duties.

Sports Engaged In By The Schools

The number and per cent of schools participating in the various sports are shown by Table VIII. The most common interscholastic sport is basketball. 104 of the 114 schools (91.2 per cent) reporting, are engaged in this sport. In the group of schools with 3 to 5 teachers, 51 of the 58 (87.9 per cent) schools report interscholastic basketball teams. All of the schools (38) in the 6 to 10 teachers group report basketball as one sport. In the 11 to 17 teachers group 14 schools have basketball teams. The percentage is 81.8. Six (85.7 per cent) of the 7 schools in the group of schools with 18 or more teachers report interscholastic basketball teams.

The second most common interscholastic sport is football. 48 (42.1 per cent) of the total 114 schools participate in football. Broken down in the various groups: 16 (27.6 per cent) of the 58 schools in the group with 3 to 5 teachers have football teams; 17 (44.7 per cent) of the 38 schools in the 6 to 10 teachers group; 9 (81.8 per cent) of the 11 schools in the 11 to 17 teachers group; and 6 (85.7 per cent) of the schools in the group with 18 or more teachers.

TABLE VIII
SPORTS ENGAGED IN BY THE SCHOOLS

	3-5		6-10		11-17		18 or More		Total	
	Teacher		Teacher		Teacher		Teacher			
	Schools		Schools		Schools		Schools			
	Per	per	Per	per	Per	Per	Per	No.	Per	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
Number of Schools Responding to Questionnaire	58	60.4	38	63.3	11	73.3	7	77.8	114	63.3
Schools Partici- pating in Basketball	51	87.9	38	100	9	81.8	6	85.7	104	91.2
Football	16	27.6	17	44.7	9	81.8	6	85.7	48	42.1
Baseball	21	36.2	19	50.0	5	45.5	2	28.6	47	41.3
Track	4	6.9	11	28.9	5	45.5	3	42.9	23	20.2
Tennis	6	10.3	9	23.7	1	9.1	2	28.6	18	15.7
Softball	4	6.9	1	2.6	0	0	0	0	5	4.4
Boxing	1	1.7	0	0	0	0	1	14.2	2	1.8

All Computations Reported To The Nearest Tenths

TABLE VIII
SPORTS ENGAGED IN BY THE SCHOOLS

Sport	Number of Schools				Percentage of Schools			
	3-5	6-10	11-15	16 or more	3-5	6-10	11-15	16 or more
Boxing	1	0	0	0	1.7	0	0	0
Softball	4	0	0	0	6.8	0	0	0
Tennis	6	19	23	1	10.3	33.7	41.8	2.2
Track	4	11	28	6	6.8	18.4	45.8	14.9
Baseball	21	22	19	5	32.3	19.5	28.2	7.0
Football	12	21	17	3	17.7	32.7	21.9	4.7
Basketball	21	27	23	2	32.3	38.1	31.8	2.8
Questionnaire	23	20	22	1	33.8	28.6	31.7	1.5
Total	118	118	118	118	100	100	100	100

All Computations Reported To The Nearest Tenth

Baseball, the third most common interscholastic sport, is reported from 47 (41.3 per cent) of the 114 schools. 21 (36.2 per cent) of the schools from the 3 to 5 teachers group; 19 (50 per cent) from the 6 to 10 teachers group; 5 (45.5 per cent) from the 11 to 17 teachers group; and 2 (28.6 per cent) of the schools from the 18 or more teachers group. All report interscholastic baseball teams.

Twenty-three (20.2 per cent) of the total 114 schools report track as one of the sports engaged in. 4 (6.9 per cent) of those in the 3 to 5 teachers group; 11 (28.9 per cent) of the schools in the 6 to 10 teachers group; and 3 (42.9 per cent) of the schools in the 18 or more teachers group have track teams.

Tennis was reported as an interscholastic sport by 18 (15.7 per cent) of the schools. 6 (10.3 per cent) of the 3 to 5 teachers group; 9 (23.7 per cent) of the 6 to 10 teachers group; 1 (9.1 per cent) of the 11 to 17 teachers group; and 2 (28.6 per cent) of the 18 or more teachers group.

Five (4.4 per cent) of the schools reported softball. 4 (6.9 per cent) of the 3 to 5 teachers group and 1 (2.6 per cent) of the schools from the 6 to 10 teachers group. No softball was reported from the other groups.

Two schools (1.8 per cent) reported participation in boxing. 1 (1.7 per cent) of the 3 to 5 teachers group and 1 (14.2 per cent) of the schools with 18 or more teachers.

Baseball, the third most common interscholastic sport, is reported from 47 (41.3 per cent) of the 114 schools. 21 (35.2 per cent) of the schools from the 3 to 5 teachers group; 19 (50 per cent) from the 6 to 10 teachers group; 5 (45.5 per cent) from the 11 to 15 teachers group; and 2 (28.6 per cent) of the schools from the 16 or more teachers group. All report interscholastic baseball teams.

Twenty-three (20.2 per cent) of the total 114 schools report track as one of the sports engaged in. 4 (8.9 per cent) of those in the 3 to 5 teachers group; 11 (28.9 per cent) of the schools in the 6 to 10 teachers group; and 3 (42.9 per cent) of the schools in the 16 or more teachers group have track teams.

Tennis was reported as an interscholastic sport by 13 (11.7 per cent) of the schools. 6 (10.3 per cent) of the 3 to 5 teachers group; 9 (23.7 per cent) of the 6 to 10 teachers group; 1 (9.1 per cent) of the 11 to 15 teachers group; and 2 (28.6 per cent) of the 16 or more teachers group.

Five (4.4 per cent) of the schools reported softball. 4 (8.9 per cent) of the 3 to 5 teachers group and 1 (8.6 per cent) of the schools from the 6 to 10 teachers group. No softball was reported from the other groups.

Two schools (1.8 per cent) reported participation in boxing. 1 (1.7 per cent) of the 3 to 5 teachers group and 1 (14.3 per cent) of the schools with 16 or more teachers.

CHAPTER V

SUMMARY AND CONCLUSIONS

1. All the coaches reported in this study hold Bachelor Degrees. Relatively few have done graduate work, approximately 12.4 per cent hold the Master's Degree.
2. The coaches are graduates of a variety of schools. Only a few schools show significant preference among the coaches. (Columbia and New York Universities for graduate work and Agriculture and Technical College and Shaw University for undergraduate work)
3. The coaches reported in this study are trained in a variety of subjects, ranging in popularity from mathematics (31.6 per cent) and physics (26.5 per cent) to ten other subjects. Each of these subjects is taught by approximately .7 per cent.
4. Relative few of the coaches are trained in physical education. Considering both the majors and minors, 26.5 per cent have training in this field.
5. Considering the collegiate athletic experience; the coaches, for the most part, are well trained in the sports they are coaching. This is especially true in case of the football coaches, of whom 92.1 per cent have college football experience.
6. A variety of subjects are reported as being taught by the coaches. Practically all the academic subjects are mentioned

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3. The coaches reported in this study are trained in a variety of subjects. Ranging in popularity from mathematics (31.8 per cent) and physical education (28.5 per cent) to ten other subjects that were mentioned once each or approximately .7 per cent.
4. Relative few of the coaches are trained in physical education. Considering both the majors and minors, 25.5 per cent have training in this field.
5. Considering the collegiate athletic experience; the coaches, for the most part, are well trained in the sports they are coaching. This is especially true in case of the football coaches, of whom 92.1 per cent have college football Experience.
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3. The coaches reported in this study are trained in a variety of subjects. Ranging in popularity from mathematics (31.8 per cent) and physical education (25.8 per cent) to ten other subjects that were mentioned once each or approximately 7 per cent.
4. Relative few of the coaches are trained in physical education. Considering both the majors and minors, 28.5 per cent have training in this field.
5. Considering the collegiate athletic experience; the coaches for the most part, are well trained in the sports they are coaching. This is especially true in case of the football coaches, of whom 82.1 per cent have college football experience.
6. A variety of subjects are reported as being taught by the coaches. Practically all the academic subjects are mentioned

a various number of times. The most common subjects found are mathematics (24.2 per cent) and health and physical education (23.2 per cent).

7. Slightly more than one half of the coaches teaching physical education are trained in this field (56.3 per cent), compared with 85.5 per cent of the total that are teaching subjects in which they have had training.
8. The coaches are carrying a heavy load of classroom work along with coaching duties; teaching a total of 2895 classes per week and coaching from one to five sports per year. While 20 classes per week is considered a full load for teachers in the high schools, the coaches reported in this study are teaching a mean number of 22.4 classes per week.
9. Very few of the coaches in the Negro high schools of North Carolina receive extra pay for their coaching duties. The trend seems toward the larger schools recognizing coaching as extra assignment and giving extra pay for same. 53.8 per cent of the coaches in the larger schools (18 or more teachers) receive extra compensation while only 10.1 per cent of the total receive any.
10. A small percentage of the Negro high schools in North Carolina reported participation in sports other than the major ones. That is, basketball, football and baseball. Basketball is by far the most common, with 91.2 per cent of the schools participating.

a various number of times. The most common subjects found are mathematics (24.2 per cent) and health and physical education (23.2 per cent).

7. Slightly more than one half of the coaches teaching physical education are trained in this field (58.2 per cent), compared with 52.5 per cent of the total that are teaching subjects in which they have had training.

8. The coaches are carrying a heavy load of classroom work along with coaching duties; teaching a total of 2835 classes per week and coaching from one to five sports per year.

While 20 classes per week is considered a full load for teachers in the high schools, the coaches reported in this study are teaching a mean number of 22.4 classes per week.

9. Very few of the coaches in the Negro high schools of North Carolina receive extra pay for their coaching duties. The trend seems toward the larger schools recognizing coaching

as extra assignment and giving extra pay for same. 52.8 per cent of the coaches in the larger schools (19 or more teachers) receive extra compensation while only 10.1 per

cent of the total receive any.

10. A small percentage of the Negro high schools in North Carolina reported participation in sports other than the major ones. That is, basketball, football and baseball. Basketball is by far the most common, with 91.2 per cent of the schools participating.

CHAPTER VI

SUGGESTIONS FOR FURTHER RESEARCH

1. Davis, E.A. and Barrow, S.L. "A Critical Study Of The Questionnaire in Education", Educational Administration 127-134.
1. A study of this type in the same schools five years from now.
2. Evans, Ruth and Berry, Robert, "Report Of A Study On Coaches", Research Quarterly, Vol. 17, No. 3, October, 1946, pp. 300-305.
2. A study of the success of coaches with collegiate athletic experience compared with those without experience in the Negro schools of North Carolina.
3. Problems of the coaches in the Negro schools of North Carolina.
4. Kops, L. V. and Vorton, J. A., "The Questionnaire", Research Bulletin, Vol. VIII, No. 1, National Education Association, 1939.
4. Comparison of the success of coaches with training in Physical Education with those without training in Physical Education.
5. Palmeri, Joseph, "A Survey Of The High School Athletic Coaches", Journal Of Physical Education, Boston, Massachusetts, 1938.
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11. Young, P.V., "The Validity of Schedules And Questionnaires", Journal Of Educational Sociology, Vol. XIV, No. 26, September, 1940.

CHAPTER VI

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1. A study of this type in the same schools five years from now.
2. A study of the success of coaches with collegiate athletic experience compared with those without experience in the Negro schools of North Carolina.
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4. Comparison of the success of coaches with training in physical education with those without training in physical education.

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The accompanying report to the Board of Directors of the National Aeronautics and Space Administration, dated August 1, 1968, contains a summary of the activities of the Office of Management and Organization, and a list of the major accomplishments of the Office during the year 1967. The report also contains a list of the major accomplishments of the Office during the year 1968.

APPENDIX

Project	Phase	Start Date	End Date	Status	Remarks
Project A	Phase 1	1/15/68	3/15/68	Completed	...
Project B	Phase 2	4/15/68	6/15/68	In Progress	...
Project C	Phase 3	7/15/68	9/15/68	Not Started	...
Project D	Phase 4	10/15/68	12/15/68	Planned	...

APPENDIX

Dear Sir,

For a thesis, in partial fulfillment for my Masters in Education, I am conducting a survey to determine the educational and athletic background and teaching load of the Athletic Coaches in the Negro High Schools of North Carolina.

The information supplied in this questionnaire will be treated confidentially and in no way will it be used to credit or discredit the coach and school. Please fill in this questionnaire and return in enclosed envelope. If your school does not participate in any inter-scholastic sports please indicate on the back of page.

Name of School..... City or Town..... Adm. Unit..... No. of Teachers { School..... High Sch. Dept.....

Sport	Name of Coach	EDUCATIONAL BACKGROUND					COLLEGE ATHLETIC EXPERIENCE		
		Masters' Degree School	Degree Major	School	Bachelor's Degree Major	Minor	College Letterman (Years)	Squad Exper. Only (Years)	No. Exper. (Check)
Baseball									
Basketball									
Football									
Tennis									
Track									

Sport	Subjects Taught in Conjunction with Coaching	Total Classes Per Week	Extra Pay For Coaching (Yes) (No)
Baseball			
Basketball			
Football			
Tennis			
Track			

A prompt reply will be greatly appreciated—Thank you very much.
 JOSEPH M. HICKERSON.

EDPH M. HICKERSON.
 Appreciated—Thank you very much.
 A prompt reply will be greatly

Tennis									
Tennis									
Football									
Baseball									
Baseball									

Sport	Name of Coach	EDUCATIONAL BACKGROUND					COLLEGE ATHLETIC EXPERIENCE	
		School	Major	School	Degree	Years	Years	Years
Track								
Tennis								
Football								
Baseball								
Baseball								

Name of School..... City or Town..... Adm. Unit..... No. of Teachers { High Sch. Dept..... School.....

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The information supplied in this questionnaire will be treated confidentially and in no way will it be used to credit or discredit

athletic background and teaching load of the Athletic Coaches in the Negro High Schools of North Carolina.

For a check in partial fulfillment for my Masters in Education I am conducting a survey to determine the educational and

Dear Sir,

WATERMILL
PAPER
MADE IN U.S.A.

