

Winning Teams, Character Building—

Coaches Aim for Two Goals

EDITORS NOTE: Gordon Schmid, who recently received his Master's degree in educational psychology, prepared the following article from his masters thesis. Schmid attempts to answer three questions concerning the high school coaches and his relationship to his players and his job. Schmid is from Overton, Nebr., and is presently serving in the Air Force.

By Gordon Schmid

What role does the coach play in a winning high school football team?

How does this man motivate his players?

How does a "winning" coach see himself in relationship to his job?

An attempt was made to answer these questions in a graduate research study done this past semester.

The study was conducted with Nebraska high school coaches having ten years or more head coaching experience in either football or basketball. Of approximately sixty coaches in this category, career win-loss records were discovered for forty-seven of these men.

The ten coaches with the highest win-loss percentage were then personally interviewed over three areas of coaching, namely: coaching methods and techniques, personal characteristics and training, and public relations.

These coaches all had over a 75% win-loss record over a ten year period. Three were Class A coaches, three were Class B, three were Class C, and the remaining coach was in Class D.

Quality of Material
When the subject of "a winning coach" comes up the conversation always concerns the quality of material. "Why does Swash Hi have a winning team year after year?" The conversation goes, "Well, if you have the material and play an easy schedule, you are bound to win a few games." In this study, the only attempt made to control these two variables was to limit the coaches selected to ten years of head coaching experience. This seemed a fair length of time for a complete turn over in quality of material, as well as the quality of opponents.

Several limitations were placed on this study. No attempt was made to prove that certain coaching characteristics are the "secrets of winning" nor were the terms "winning coach" and "successful coach" used synonymously. The main purpose of the study was to find what ten highly

winning coaches have in common.

Partial Findings

All coaches except one have a set length of time for their practice sessions and these practices extend from ninety minutes to two hours. It was the opinion of nine coaches that team "staleness" is a very real thing and this can be prevented by shorter practices and more variety in the practice session.

Fundamental skills of any sport must be mastered before attempting to play the game. Nine coaches reported there is no substitute for these skills on the high school level and that they continue to stress them right up until the last day of practice. In connection with fundamentals, the coaches stressed that an offense should be made as simple as possible for high school boys. No football coach interviewed includes over thirty plays in his repertoire.

Eight of the ten coaches reported there was a definite difference in getting their team mentally ready to play a weak team than a strong one. The big danger in preparing for a weak team is over-confidence.

In coming up to a strong team, the coaches reported that the boys will get themselves up for this team and at times must be kept calmed down to a certain extent. Four of the ten never use a "pep talk" to any great extent and five of the group said that it depends on the situation. The general feeling here was that a team needs "picking up" prior to playing a weak team much more than before a tough team.

Reaction of the team in the dressing room after a loss seemed to be very important for these coaches. The feeling was that no team should ever feel good about a loss and the dressing room is going to be a pretty quiet place. There

should never be any singing or laughing. The consensus of the coaches was that no team, or boy in particular, should be criticized for a loss and any criticism the coach had should never be made known until the next practice session.

Six of the coaches said they did not have set training rules as such. They did not say that they condoned breaking training, but simply that they did not lay out several hard and fast rules to be followed. These, they said, will only cause a coach more trouble because he must enforce all "rules" that he lays down.

Team Captains

Nine coaches say they do not have the same boy or boys captain for the entire season. They indicated that this practice would show too much partiality.

The method usually used consists of rotating all seniors. It was the general feeling of the ten coaches that if a coach can get all of his senior squad members to hustle and show leadership, they provide tremendous morale builder.

Nine of the coaches thought it was real important to know each boy in regard to his personality and home background. One coach mentioned that anyone can draw up plays, but this was the real secret of coaching.

With the exception of two replies, a positive "almost always" was received in response to the question, "Do you replay a ball game after you get home?"

Most of the coaches reported that they do not lose as much sleep now as they used to when they first started coaching but they still replay each game to see what mistakes were made and how they might be corrected.

In regard to educational background, four coaches have majors in physical education, but only one is now teaching in that field. Three coaches majored in

social studies but only one is now teaching in that field. All coaches showed a definite positive attitude toward teaching, with five coaches being very enthusiastic about their teaching duties.

Duo-Responsibilities

Six coaches have their Master's degree and five of these are in school administration. Five of the coaches have either been an administrator at one time or are now filling both roles. These five reported that the combination is certainly undesirable, if not impossible. The impression was that a man should be either a coach or an administrator, but not both at the same time.

Eight of the coaches reported that their community did not put any undue pressure on them to win. Three of these went on to say that if the game is taught correctly to the players and if the coach conducts himself properly, the wins are bound to follow. If not, the coach better take a long, hard look at himself and not blame inability to win on a lack of material.

What would be the greatest thrill in coaching for these ten coaches? Seven of them said that just seeing a boy develop and progress and play to the best of his ability keeps them in this business year after year.

It would seem then, that winning is not the only goal for these coaches; these men do look at character building also.

Four Chosen To Receive Scholarships

Three undergraduates and a graduate student at the University of Nebraska have been selected as the first recipients of the newly created \$500 Ulysses S. Harkson Scholarships.

Given through the University of Nebraska Foundation, the scholarships will be awarded annually to honor four students of high academic qualifications who show promise in their particular field and are interested in becoming teachers of engineering or science.

The recipients are William Dresselhaus and Jerri Ann Olson, both of Lincoln, Richard P. Smith of Ogallala, and Ralph L. Sulerud of Halstad, Minn.

Dresselhaus is a major in chemical engineering in the College of Engineering and Architecture. He is a sophomore, with a 8.938 average and ranks first in his class of 470.

Miss Olson is majoring in mathematics and chemistry in Teachers College. She is a junior with a grade average of 8.167, ranking 16th in her class of 379.

Smith is majoring in physics and mathematics in the College of Arts and Sciences. He is a junior and has an 8.442 grade average, ranking ninth in a class of 401 students.

Sulerud, a graduate student, is working toward a Ph.D. in zoology. He earned his Bachelor of Arts degree in 1954 from Concordia College, Moorhead, Minn., and his master of Science degree from the University in 1957.

The donor of the scholarships totaling \$2,000 each year is a native Nebraskan, and earned his engineering degree from the University in 1916. Now a resident of San Mateo, Calif., he manages oriental importation.



The Nebraska Center

THE NEBRASKA CENTER—A CENTER OF ACTIVITIES: Everything from seminars in Social Security Administration Management Development to a state PTA Training Conference finds a place at the Nebraska Center for Continuing Education. Over thirty conferences and events are planned for the months of June or July. Programs are especially designed to span and answer the interests of all of NEBRASKAland. Pictured above, the spacious lounge in the Hallway of Youth, a night shot of the hotel, and the main lounge, all examples of the gracious convenience found at the Nebraska Center for Continuing Education.

For Supplementary Reading

Library Prepares Summer Book List

Staff members of Love Memorial Library have prepared a list of books for supplementary summer reading. The list is divided into three parts: humanities, social studies and science and technology.

HUMANITIES READING ROOM

Eca de Queiroz, (1845-1900), *The Sin of Father Amaro*. Eca de Queiroz is considered to have been Portugal's greatest novelist. His major work, *The Sin (or crime) of Father Amaro*, has been newly translated by Nan Flanagan and presents an important phase of nineteenth century European literature. The novel is concerned mainly with the effects of seminary instruction upon the weak-willed student and the disturbing influences of provincial life upon members of the clergy.

Flexner, James Thomas, *That Wilder Image*. This handsome book describes the painting of America's native artists from Thomas Cole to Winslow Homer. The title is derived from a poem by William Cullen Bryant and well names the romantic style which was used to depict the new nation of America. Artists represented in the text and in the illustrations include: Karl Bodmer, George Caleb Bingham, Albert Bierstadt, George Innes, Alfred Jacob Miller and many other painters who are perhaps not as well known but whose art was representative of their age. European influences are described, as well as domestic matters such as the Civil War, which influenced the art of America.

SOCIAL STUDIES READING ROOM

Alan Barth, *The Price of Liberty*. "It is the thesis of this book that liberty is being imperiled today for the sake of order." The author confines his case largely to police "shortcuts" and circumvention of legal rights in crime investigation.

Fairfield Osborn, ed., *Our Crowded Planet*. The editor is convinced that the increase in population is the most essential problem facing everybody everywhere. The book contains 21 articles by well-known scholars setting forth the problems

of population increase in their fields of interest.

D. H. Radler, *El Gringo*. The author discusses the importance of Latin America to the United States. That we are not well liked is obvious and well-known; Radler discusses some of the reasons for their distrust and shows that what we must do to gain the respect and amity of our neighbors.

Andrew Truley, CIA; *The Inside Story*. America's world-wide intelligence agency has done some remarkable things — both good and bad. Mr. Tully recounts some of the more exciting and important, recent adventures ending with the Cuban invasion.

George B. Cressey, *Soviet Potentials*. This is a geographic appraisal of the potentials of that one-seventh of the earth known as Russia to become the world's greatest state. The three principal themes considered are: the size and isolation, the climatic handicaps, and the rich mineral resources.

SCIENCE READING ROOM

Ogilvy, C. Stanley, *Tomorrow's Match; Unsolved Problems for the Amateur*. A collection covering the gamut of geometrical, arithmetical, topological, probability and combinatorial, and variational problems, as well as problems of analysis, infinite sets, and problems covering games.

Germi, Laura, *Galileo and the Scientific Revolution*. Excerpts of Galileo's works and correspondence and other documentary material throw light on the factors that shaped this great sixteenth-century scientist and on the influence that Galileo has had on the scientific attitude and methods of experimental and theoretical research through the centuries.

De Leeuw, Hendrik, *From Flying Horse to Man in the Moon*. A lively and entertaining history of flight from its earliest beginnings to the conquest of space.

Twelve Scholarships Given To NU Business Students

Twelve scholarships totaling \$2,550 have been awarded to University of Nebraska students majoring in the College of Business Administration for the coming school year, Dean Charles S. Miller announced.

The scholarships and recipients are:

—O. N. Magee Memorial Scholarship, \$100, to Lettie J. Clark of Ainsworth, a sophomore who ranks second in her class. She held a Freshman Regents scholarship last year.

—Edward R. Wells Memorial Scholarship, \$125 each, to John S. Jones of Scottsbluff and to George R. Vrba of Schuyler. Both are sophomores.

—W. G. Langworthy Taylor Scholarship, \$250, to Karen Ann Hanks of Onawa, Ia., a junior who held the Taylor and Regents scholarships last year.

—J. K. Cozier Scholarships, \$250 each, to Gary K. Oye of Blue Hill, a junior who is a member of Phi Eta Sigma honorary, and a Gold Key winner in the College and former recipient of the Regents and Strain scholarship; and to Robert H. Pohlman of Stanton, a junior who is a Gold Key winner and former recipient of Maytag and Regents scholarships. They rank

second and third respectively in their class.

—Phi Delta Theta scholarship, \$300, to Dennis J. Beeson of Sutherland, a junior who ranks first in the class, is a Gold Key winner, and past recipient of Regents, Magee, and Phi Delta Theta scholarships.

—Haskins and Sells Foundation Accounting Awards, \$500, to Richard L. Weill of Lincoln, a senior who ranks second in his class, has the highest grade average in accounting courses, and past recipient of the Regents scholarship.

—Peak, Marwick, Mitchell & Company Accounting Award, \$250 to Roger E. Smith of Omaha, a senior who is a past recipient of Stoler, Magee, and Regents scholarships; and \$125 to Eugene E. Lenz of Ord, a senior who is a Gold Key winner.

—Nebraska Society of Certified Public Accountants Scholarship, \$150 to James R. Osborn of Red Cloud, a senior who is past recipient of Sharp Trust Fund and Upper-class Educational Grant.

—Lincoln chapter of National Office Management Association Scholarship, \$125 to Charles Burling of Kenesaw, a junior who is a Gold Key winner and past recipient of Wells and Regents scholarships.

Law Seminars

A contrast of youth with experience in the law will be apparent at the Nebraska Center for Continuing Education beginning tomorrow.

Two conferences, one for Nebraska District Judges, and the other for young attorneys just out of law school, will be held concurrently at the Center.

More than 20 of the District Court Judges are expected to attend the seminars.

John Cronland, Center coordinator, said the "Bridge the Gap" institute for young attorneys is being held to help familiarize them with the mechanics of practicing law. Both conferences will be in session for three days.

Science Lectures

Dr. Glen Driscoll, professor of history at South Dakota University, will be delivering a series of lectures on the history of science in conjunction with the National Science Foundation Summer Institute.

The lectures will be given in 114 Burnett Hall from 4 to 5:40 p.m. on Wednesdays during the regular summer session.

No registration is necessary and all faculty and students are invited to attend the lectures.

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