

A SURVEY OF THE VARSITY BASKETBALL MANAGERS
IN SELECTED MAJOR COLLEGES AND UNIVERSITIES IN THE
UNITED STATES

by 4589

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INTRODUCTION

"A sound system of manager training is definitely a necessity in keeping with the concept of effective organization in today's college basketball scene. A coach must be willing to designate specific duties to his manager in order to save time when planning his daily practice schedule. Other than his specific managerial duties, a manager can act as a liason man between the coach and his players. A manager can get to know some of the feelings of the players and relay these feelings to the coach whenever necessary. Also, he can help ease the tensions that normally exist between a coach and player relationship."

Larry Weigel
Basketball player and
coach Kansas State
University

Each coach has his own idea of how a managing system should function. A managing system is influenced by the size of the coaching staff, type of practice sessions, practice facilities and the size of the managerial staff. A good managing system is something a coach should be able to depend upon and never worry about. Tex Winter, former head basketball coach at Kansas State University, said "If I never have to give you orders you are doing a great job." It was because of the importance and frequent need for a good managing system that this report was dedicated.

PURPOSE OF STUDY

The purpose of this report was to determine the specific status of head varsity basketball managers in selected major colleges and universities in the United States. Facts were sought concerning high school athletic background, college

classification and major, attainment of managing position, managing system, responsibilities, privileges, travel opportunities, time requirements, financial assistance, and general effect on college career. It was not the purpose of this report to renovate and change all existing systems now functioning or form a managing policy. It was the purpose to point out the sacrifice and the dedication of a head manager along with the attributes of a good managing system.

Coachs' comments have indicated that an efficient managing system is a valuable asset to a basketball program. It would be advantageous for all coaches and managers to analyze and compare the attributes of the various managing systems.

METHOD OF STUDY

A short-answer questionnaire containing twenty-one questions was constructed to collect information about major college and university managing systems (the information to form the questionnaire was collected from college coaches and managers.) The questionnaire was two pages in length, and included mainly "yes" and "no" questions, with several short answer completion questions. A copy of the questionnaire is included in the appendix.

The majority of colleges and universities chosen have been annual basketball powers or were at least powers for the 1969-70 season. The main criterion for selecting basketball powers was the 69-70 top 20 press polls and NCAA Regional and NIT invitations and berths. Fifty-two schools were selected

from twelve major conferences and twenty-four from the independent ranks.

A questionnaire was sent to the head varsity manager in care of the head basketball coach at 76 different colleges and universities throughout the United States. Also enclosed with the questionnaire was a self-addressed stamped envelope to encourage a quicker and more complete return.

The first questionnaire returns were tabulated on March 20, 1970, and 40 schools responded. A second letter was immediately sent requesting the return of the questionnaire (see appendix). Fifteen more schools responded on the second return. The total number of schools that answered was 56 on May 1, 1970. Twenty schools failed to return their questionnaire.

The results of the first questionnaire were as follows:

Questionnaires mailed.	76
Questionnaires returned.	40
Percent of return.	52.63%

The results of the second questionnaire were as follows:

Questionnaires mailed.	36
Questionnaires returned.	15
Percent of return.	41.67%

Final results of all questionnaires sent were as follows:

Total questionnaires mailed.	76
Total questionnaires returned.	56
Total percent of return.	73.68%

Of the 56 questionnaires returned, three were returned by the head basketball coach because they did not use a manager system. In the final analysis all information and facts were gathered from 53 questionnaires.

THE RESULTS AND ANALYSIS OF THE QUESTIONNAIRE

The first part of the questionnaire dealt with questions of a personal nature. Questions concerning high school background, college major and graduation plans are of special interest to fellow managers. The trend at Kansas State University in football, basketball and track has been all-around high school athletes and physical education majors planning on coaching.

Question 1. Name_____

Names of individuals were not used in this paper but during the authors four years of managing he had the opportunity to meet several of the managers contacted. It was of interest to the author to see if they were still managing at their particular schools.

Question 2. Hometown_____

This information was used for the purpose of classifying the managers as In State or Out of State students. The results are shown in Table I.

TABLE I
IN STATE VS. OUT OF STATE STUDENTS

Classification	Number of Responses	Percent
Instate	34	64.15%
Out of State	19	35.85%

The results above showed that of the 53 managers polled, 30 or about 64% were in state students while 19 or about 36% were out of state students.

Question 3. The question asked, "Did you participate in interscholastic sports in high school?" The results were as follows:

TABLE II
INTERSCHOLASTIC COMPETITION

Reply	Number	Percent
Yes	42	79.25%
No	11	20.75%

The results from question 3 indicate that about 80% of the managers competed in high school athletics. This is important because Cotton Fitzsimmons, former head basketball coach at Kansas State University, says, "It is helpful to a coach and team if a manager has the athletic ability to participate in practice drills and scrimages."

Question 4. Size of high school _____

The approximate mean size of the high schools of eleven managers, who did not compete in interscholastic sports, was 2,000 with the range being 1,000 to 4,000.

Question 5. "Did you manage any sport in high school?"
The results from this question are below:

TABLE III
HIGH SCHOOL MANAGERS

Reply	Number	Percent
Yes	21	39.62%
No	32	60.38%

These statistics indicate that about 40% of the respondees did not manage in high school. Comparing the figure with those in question 3, it was found that 14 people managed one sport and competed in another. Further analysis pointed out that 3 or 5.66% neither competed nor managed in high school.

Question 6. This question, asking, "Did you compete in any intercollegiate sport?" was answered with a yes, or no reply and was listed below:

TABLE IV
INTERCOLLEGIATE COMPETITION

Intercollegiate Competition	Number	Percent
Yes	9	16.98%
No	44	83.02%

The second part of the question read, "If so, what?" Of the nine eligible respondees the results were:

TABLE V
INTERCOLLEGIATE SPORT

Sport	Number	Percent
Basketball	3	33.33%
Baseball	3	33.33%
No Reply	3	33.33%

The above table shows that of the nine intercollegiate competitors three were basketball players and three were baseball players. These two sports tend to entice the athlete

who does not have an athletic scholarship.

Question 7. The first part of the question asked for the manager's college classification.

TABLE VI
COLLEGE CLASSIFICATION

Classification	Number	Percent
Senior	26	49.06%
Junior	15	28.30%
Sophomore	10	18.69%
Freshman	2	3.77%

Table VI shows that 26 or 49.06% of all the managers were seniors. Fifteen or about 28% were juniors with 10 or about 19% being sophomores. Only two of the head managers were freshmen. The juniors and seniors combined account for 41 or 77.36% of all managers indicating that a majority of the head managers are experienced college students.

The second part of the question asked for the major of each manager.

TABLE VII
MAJOR ACADEMIC FIELD

Major	Number
Physical Education	9
History	7
Political Science	6
Business Administration	4
Management	5
Accounting	2
Finance	1

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TABLE VII (Continued)

Economics	1
Education (Social Studies)	3
Education (Mathematics)	2
Education (Special Education)	1
English	1
Speech	1
Journalism	1
Psychology	2
Theology	1
Humanities	1
Pre-Optometry	1
Astrophysics	1
Industrial Engineering	1
Aerospace Engineering	1

The above tabulations showed the various majors of the managers. It was interesting to note that business type majors had the largest number (14) and physical education had only nine.

Question 8. "Do you plan on coaching after graduation?"

TABLE VIII

COACHING PLANS AFTER GRADUATION

Reply	Number	Percent
Yes	19	35.85%
No	44	64.15%

The figures above show that 19 or 35.85% of the managers plan on coaching after graduation. Correlating this information with the facts from question 7 it was found that nine of the perspective coaches were physical education majors or 100% of the physical education majors. The majors of the other ten, who indicated they would become coaches, tended toward areas that

could be taught on the secondary education level (history, speech, English, mathematics).

Question 9. This was a short answer question dealing with how the managers obtained their jobs. The replies were as follows:

TABLE IX
METHOD OF ATTAINING MANAGING POSITION

Procedure	Number	Percent
Application	25	47.17%
Recommendation	21	39.61%
Played Frosh Basketball	2	3.77%
No Reply	5	9.53%

The ways perspective managers applied were quite varied. Several managers applied by letter during their senior year of high school. Others answered ads in the school paper or simply stopped by the coach's office for an interview. The Colorado University manager applied at five universities while attending a junior college in California. Coach Walseth offered him a tryout so he applied for admission to Colorado University. A majority or 47.17% of the managers attained their position by the application method.

The next most popular method was by recommendation which totaled 21 or 39.61%. The recommendations came from coaches, players, previous managers and friends of the coaches.

Two of the respondees played frosh ball but didn't make the varsity so stayed with the team as a manager.

Question 10. This question was asked to determine the most frequent type of managing system with respect to number of frosh and varsity personnel.

TABLE X
MANAGING SYSTEM

System		Number
Frosh - Varsity		
0	1	3
1	1	13
1	2	14
1	3	3
2	1	3
2	2	6
3	1	1
1	4	1
2	3	1
2	4	1
3	3	1
4	2	1
3	4	1
4	5	1
9	3	1
6	7	1
4-8	7	1

The figures show that the most frequent setup is either a 1 and 2 or 1 and 1 system. These two systems totaled 27 or nearly half of those polled. Looking at this another way 43 or 81.13% of the basketball programs use four or less managers. Of the remaining 10 or 18.87% of the systems using five or more managers a total of 89 managers were employed. The largest number of managers was fifteen.

Questions 11, 12 and 13 deal with the practice routine.

Question 11. "Who does the head manager work for?"

The question was answered in the following manner:

TABLE XI
WHO THE MANAGER WORKS FOR

Reply	Number	Percent
Coach	47	88.68%
Coach and trainer	4	7.55%
Coach and equip. mgr.	2	3.77%

As seen from above, almost 89% of the managers receive their orders from the coach. The head manager can receive his orders before practice, perform the necessary tasks and/or supervise the assistant managers without worrying about orders from another source. Several managers thought the freshman manager should receive his orders from the freshman coach and then coordinate his activities with the varsity through the head varsity manager.

Question 12. It is not unusual for a manager to spend more time in the gymnasium than a player. This question was given in two parts to show how much class time and study time he sacrifices to do his job.

TABLE XII
ARRIVAL TIME

Time	Number	Percent
1:00	5	9.53%
1:30	2	3.77%

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TABLE XII (Continued)

2:00	10	18.68%
2:30	14	26.42%
3:00	14	26.42%
3:30	8	15.09%

Assuming that most universities have classes on the half hour schedule 45 or 84.91% of the managers must schedule their classes before 2:30 o'clock. This eliminates two class hours a day. On a 50 hour a week class schedule the average manager has only 40. Subtract five hours for the noon meal and he has only 35 available hours.

TABLE XIII
DEPARTURE TIME

Time	Number	Percent
5:00	1	1.88%
5:30	3	5.66%
6:00	14	26.42%
6:30	26	49.06%
7:00	8	15.09%
7:30	1	1.88%

Besides interfering with study time the departure is interesting when considering the evening meal. Forty-nine or 93.50% leave the gymnasium at 6:00 p.m. or later. Thirty-five or 66.04% leave at 6:30 p.m. or later. Finding a place to eat late can be an inconvenience to a manager. By eating the evening meal with the team, like some managers do, this problem could be solved.

Question 13. Judging from experience on the road Coach Fitzsimmons said, "He preferred to have a manager greet the visiting team. It is a courtesy for a visiting team with a manager and a necessity for a team that doesn't allow their manager to travel." Results from question 13 are in the table below.

TABLE XIV
WORK THE VISITING TEAM PRACTICE SESSIONS

Reply	Number	Percent
Yes	22	41.51%
No	31	58.49%

The figures above indicate that 58.49% of the schools polled do not have their managers work with the visiting team.

Questions 14, 15 and 16 deal with game day routine.

Question 14. Approximately four hours before the game a team eats a training meal. This question was asked to determine the number of managers who are allowed to eat this meal with the team.

TABLE XV
PRE-GAME TRAINING TABLE

Reply	Number	Percent
Yes	48	90.57%
No	5	9.43%

The statistics above show that 48 or 90.57% of the managers eat the pre-game training meal with the team. Five or 9.43% do not eat with the team.

Question 15. This question was similar to question 14 but pertained to the post-game food allowances. The results were the same as Table XV but the five replying "no" were from different schools than the five in question 14.

Question 16. This question read, "Do you have the same curfew as the players?" The results are shown in Table XVI.

TABLE XVI

CURFEW

Reply	Number	Percent
Yes	21	39.62%
No	32	60.38%

The facts show that 32 or 60% of the managers are allowed more freedom than the players. Forty percent maintain the same schedule as the team.

Question 17. The season for a manager begins in October and ends sometime in March. Post season duties consist of checking in, cleaning and inventorying equipment and recruiting. This question was asked to determine the number of managers that still have responsibilities after the season.

TABLE XVII

POST SEASON DUTIES

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TABLE XVII
POST SEASON DUTIES

Reply	Number	Percent
Yes	40	75.47%
No	13	24.53%

Approximately 75% of the respondees have duties after the season. Of those who explained their duties no one was scheduled to report daily at a stated time or spend as much time as during the season. Twenty-five percent of the managers indicated their duties ended with the season.

Question 18. This question was asked in two parts. The first part was answered with a yes or no reply. It asked, "Do you travel with the team?" The second part asked the number and what type of trips were made. The results were as follows:

TABLE XVIII
TRAVEL

Reply	Number
Head manager all trips	43
Two managers all trips	1
Head manager plus one junior mgr. all trips	1
Head manager has option on all trips	1
Divide trips among three managers	1
Divide trips among seven managers	1
Two to three trips	1
Bus trips only	1
One plane trip	1
No trips	2

Travel can be one of the most important incentives or rewards to a manager. As one can see 43 managers accompany the team on all trips. Two schools travel with two managers. One manager has the option to either travel himself or delegate an assistant manager to travel. The trips are divided among several managers at three schools. Of the five remaining replies only 2 managers did not travel at all while the other three just made one to three trips. In the final analysis 48 or about 90% of the basketball programs include at least one manager on each trip. Three teams travel with a manager on some trips and only two schools never take a manager.

Question 19. "Do you receive a scholarship or salary for managing?" This was one of the most interesting questions on the survey. There were three parts to the question: (1) Yes, I receive financial assistance (2) No, I do not receive financial assistance (3) How much financial assistance? The latter will be included in Table XX.

TABLE XIX
FINANCIAL ASSISTANCE FOR MANAGING

Reply	Number	Percent
Yes	33	62.26%
No	20	37.74%

Table XIX showed that 33, or 62.26% of those polled received some financial assistance for managing. These individuals were head managers. Twenty programs or 37.74% offered

no financial assistance for any of the managing staff.

TABLE XX
AMOUNT OF FINANCIAL ASSISTANCE

Number	Range	
	Highest Amount	Lowest Amount
33	Full Scholarship	\$30.00 a month

It would be impossible to figure an average amount of assistance for the 33 schools since many are given scholarships rather than an hourly or monthly salary. Of the thirty-three receiving assistance, seven were on full scholarship, twelve received partial scholarships ranging from 1/4 to 3/4. The monthly salaries ranged from \$30.00 to \$89.00 and included eight managers.

Nine respondees gave a complete description of their financial assistance program.

Frosh	\$ 400
Varsity	600
Sr. Varsity	1000

All assistants	800
Sr. Varsity	1400

2nd and 3rd year \$150 per quarter
4th year \$150 per quarter plus room and board

Frosh	Full scholarship for 1 quarter
2nd year	Full scholarship for 2 quarters
Head manager	Full scholarship for 3 quarters

1st year	Room and board
2nd year	Room and board and books
3rd year	Room and board books and tuition
4th year	Room and board books and tuition, \$15.00 a month

Frosh	Pre-game meals
Varsity assistant	1 meal a day in season plus books
Head manager	\$4.40 a day meal allowance, books \$150 worth of tickets
Assistants	1/2 tuition, books, 1 meal a day in season
Head manager	Full tuition, books, 1 meal a day in season
2nd semester Frosh	Room and board
Head manager	Full scholarship
Frosh	1 meal a day plus 2 tickets per game
Varsity	Room, 2 meals a day plus 2 tickets per game

Question 20. This question is similar to question 12 but includes the time that is required of a manager beyond the scheduled practice. The results are tabulated below:

TABLE XXI
HOURS DEVOTED PER WEEK

Number of Hours	Number	Percent
15	4	7.55%
20	8	15.09%
25	11	20.75%
30	19	35.85%
35	6	11.32%
40	4	7.55%
45	0	
50	1	1.88%

As you can readily see, thirty hours was the most frequent amount of time devoted per week with about 36% falling into this category. The person working 50 hours per week does the teams laundry, packs for road trips and makes all travel

arrangements. He receives a full scholarship. The 53 managers together devote 1,485 hours per week with the mean number of hours being 28.

Question 21. Its fairly common place for a college student working part time to need an extra semester or quarter beyond the so called standard four years to graduate. The first part of the question asked, "Has Managing affected your graduation date?"

TABLE XXII
AFFECT UPON GRADUATION DATE

Reply	Number	Percent
Yes	16	30.19%
No	37	69.81%

Only 16 or 30% of the respondees will require extra semesters or quarters to graduate which could be attributed to managing. The remaining 37 or 70% of the managers were apparently capable of handling the hours required for managing along with the time required for studying or would have been working somewhere else and this might have affected their graduation date. The Nebraska University manager commented that "My graduation date was not affected but its played hell with my grade average."

The second part of the question was for those answering yes on the first part. It asked for how many extra semesters or quarters would be required.

TABLE XXIII
EXTRA SESSIONS REQUIRED

Number of sessions	Number	Percent
1	8	50.00%
2	6	37.50%
3	2	12.50%

The above tabulations showed the eight of the sixteen needing extra sessions only needed one semester or quarter to graduate. The largest number of sessions required was three.

Comparing this information with that of question 19, it was found that twelve of the sixteen subjects were receiving financial assistance for at least their senior year. Five of these twelve were on full scholarship.

Question 22. This question applies only to those who were receiving financial assistance. Thirty-three managers were eligible to respond whether they would manage and/or spend as much time with the team if they were not being paid?

TABLE XXIV
WOULD YOU MANAGE WITH NO ASSISTANCE

Reply	Number	Percent
Yes	18	52.94%
No	15	44.12%
Undecided	1	2.94%

Those, who indicated they would manage without the financial assistance they are now receiving, totaled eighteen or

about 53%. Combining the above eighteen with the twenty who have not been receiving assistance throughout their career totaled 38. This means that about 72% of the managers would still act as manager even though they were not being paid.

The final paragraph of the questionnaire asked for additional comments which were felt important or unique to their situation. Twenty-five of the respondees or nearly half were interested enough to voice their thoughts.

Two managers made remarks that were quite unique. Mick Aslin, Missouri University, became a graduate assistant to Coach Norm Stewart after being the varsity manager. Mark Mathews, Kansas University, played freshman basketball, managed his sophomore year and made the varsity team his junior year.

The following is a random list of comments made by managers to point out the true advantages of working with the basketball team.

Allows you to meet many people

Opportunity to associate with players during practice,
meetings and parties

Consider myself a participant in college athletics

Managing gives one more pride in the school

Rewarding experience that could never be equalled

Intangible rewards (travel, friendships, acquaintances)

Gives you a feeling of responsibility

One thing I'll remember out of college

Provides job contacts after school

Allows me to gain basketball knowledge for future coaching

Other comments dealt with reasons some schools had difficulty obtaining a managerial staff namely financial assistance and amount of work and responsibility.

Several managers indicated that the real value of a manager was the working relationship between the coach and team. His ability to get along with people was important thus one could be a friend of the individual players rather than a watchdog for the coach.

Many of the managers, who were not receiving financial assistance voiced their opinion on this subject.

Financially hard, need pay for senior year at least.

In the future most schools will have to adopt a policy of allocating some assistance to the managerial personnel.

Managers should be paid in accordance for the time spent in duties.

Should be given at least tuition and books because of time spent.

Some Big Ten managers have been trying to get a policy to guarantee some compensation.

SUMMARY

Of the 56 schools contacted 53 use a student manager system. All institutions have a well established basketball

programs with many being consistent basketball powers.

The first portion of the questionnaire asked questions of a personal nature. The majority of the managers were in state students (64%).

The questions about high school size and athletics indicated that about 80% of the managers had enough athletic ability to compete at the interscholastic level. Of the eleven who did not compete the mean size of their high school was 2,000 with the smallest one being 1,000. For those people who did not or could not compete in a high school sport 21 were managers. Only 3 or 5.66% neither competed nor managed.

As for intercollegiate competition only 9 or 17% gave a sport a try. Basketball and baseball had three apiece with the other three un-named.

Overall the managers contacted showed a good background and interest in sports, which one could assume is an important factor in being a successful manager.

The majority of head managers were seniors (26 or 49%). Fifteen or 28% were juniors, ten were sophomores and only two were freshmen. The high number of juniors and seniors indicates that the head position is obtained through competition and seniority and consequently they are trained for the job.

The major academic fields of the respondees were interesting in that business related majors headed the list with fourteen. Physical education was next with nine followed by history (7), political science (6) and education (6). The remaining majors were quite varied.

Since managing affords an excellent opportunity to learn basketball a large number of perspective coaches was suspected. The final tabulation showed that 19 or 36% planned on coaching. Nine of these people were the physical education majors.

In regard to obtainment of their specific position 25 or 47% applied for the job either by letter or interview. Twenty-one or 39% were recommended to the coaching staff by friends, players or previous managers. Two had played freshman basketball and five did not reply.

The most typical types of managing systems use four or less people. The one frosh-two varsity was the most frequent with 14, followed closely by the one and one setup with 13. Eighty-one percent of the systems used four or less managers.

Forty-seven, or 89% of the managers received their orders from the coaching staff. In four cases it was the coaches and trainer and in two systems it was the coaches and equipment manager.

Arrival times of the managers was interesting because of its affect upon the available class hours. The majority (38) arrive between two and three o'clock. Forty-five, or 85%, lose at least ten available class hours a week because of managing.

The departure time has an affect on eating and study habits. Unless a manager eats with the team, he may experience some inconvenience in finding a place to eat. Thirty-five, or 66%, leave practice at 6:30 p.m. or later.

Twenty-two, or 42% of the managers attend the visiting

teams practice. This is time consuming for the manager, but a welcomed gesture for the visiting team. Coach Cotton Fitzsimmons thinks a host manager should be available to a visiting team. Thirty-one, or 58%, do not attend the visitors practice session.

Being a part of a team involves being together especially the day of the game. Forty-eight, or 91%, of the managers eat the pre-game training meal with the team. As for keeping the same sleeping habits of the team its a different situation. Thirty-two, or 60%, have the same curfew as the players the day of the game while 21, or 40%, do not.

Most managers, 40, or 75%, had some post season duties. The duties consisted mainly of checking in, cleaning and taking inventory of equipment and helping with recruiting. No one complained of spending excessive hours completing the duties.

A manager can be very helpful on road trips and often a necessity. Forty-eight, or 90 percent, of the teams are accompanied by a manager on all trips. The head manager made the trips in 46 cases while at two schools the trips were divided among the managerial staff. At three schools, the manager makes one to three of the trips. Only two teams never travel with a manager.

Programs offering financial assistance of some kind had a slight edge over those not offering assistance. Thirty-three or 62 percent, pay at least the head manager compared to twenty, or 38 percent, that do not.

The amounts of financial assistance varied markedly. The

range was from \$30 a month to a full scholarship. Seven were on full scholarship and twelve were receiving partial scholarships ranging from 1/4 to 3/4. Eight managers were on monthly salaries ranging from \$30 to \$89. Nine of those being paid gave complete descriptions of their assistance programs. Several were quite impressive with a progressive scale from the freshmen year through to the senior year.

The hours required of a manager per week ranged for 15 to 50. The mean number was 28 hours. The most frequent was 30 hours per week with 19, or 36 percent, devoting this much time.

Taking the time required for managing into consideration the need for an extra semester or quarter to graduate was possibly attributable to managing. Sixteen, or 30 percent, indicated that managing had changed their graduation date.

The final question was for those 33 people who were receiving financial assistance. Eighteen, or 53 percent, said they would have managed even if they would not have been paid. Fifteen indicated they would not manage or spend as much time performing the duties if they were not being financially assisted. One was undecided.

Finally, in summarizing the additional comments, the majority were favorable and complimentary comments on what managing has meant and done for them. Several showed interest in future managers in regards to financial assistance. All in all, these three words were echoed--rewarding, unequalled and unforgettable.

APPENDIX

Dear Manager:

I am beginning graduate work at Kansas State University in Physical Education and for my Master's Report, I am writing a paper on basketball managing. I managed the Kansas State team for four years. Over these four years, I have worked for three different assistant coaches, and two head coaches. Each coach has had a different idea of the duties and value of a manager.

In this questionnaire, I am mainly concerned with how managing has affected your college career and what your duties have been in relation to the coach and team.

1. Name_____
2. Hometown_____
3. Did you participate in interscholastic sports in high school?
Yes_____ No _____
4. Size of high school_____
5. Did you manage any sport in high school? Yes_____ No_____
6. Did you compete in any intercollegiate sport? Yes_____ No_____
7. College classification and major_____
8. Do you plan on coaching after graduation? Yes_____ No_____
9. How did you attain your managing position?_____
10. Number of managers for freshman_____ Varsity_____

Practice Routine (11,12,13)

11. Who does the head manager work for?_____
12. Daily practice arrival time_____ departure time_____

13. Are you responsible for setting the visiting team's practice sessions? Yes_____ No_____

Game Day Routine (14, 15, 16)

14. Do you eat the training meal with the team? Yes_____ No_____

15. Do you receive the same food allowance as the players?
Yes_____ No_____

16. Do you have the same curfew as the players? Yes_____ No_____

17. Do you have any duties after the season? Yes_____ No_____

18. Do you travel with the team? Yes_____ No_____

If so, how many trips do you make and what type of trips?
(Bus, plane, etc.).

19. Do you receive a scholarship or a salary for managing?
Yes_____ No_____ If so, what is the scholarship percentage or pay scale for first year through to senior manager?

20. Approximate number of hours per week do you devote to managing?_____

21. Has Managing affected your graduation date? Yes_____ No_____

If so, how many extra semesters or quarters will you need?

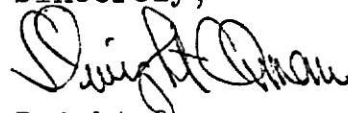
22. This applies only to you who are receiving financial assistance for managing. Would you manage and/or spend as much time with the team if you were not being paid?
Yes_____ No_____

23. University attending_____

If you have any additional comments, I would appreciate receiving them. I appreciate your cooperation and time in filling

out this questionnaire. Feel free to add any information that you feel is important or unique to your situation. I hope you've had an enjoyable season and good luck next year.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dwight Oman".

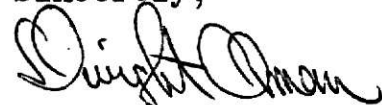
Dwight Oman
Graduate Student
Kansas State University

Dear Manager:

Earlier this year I sent out a questionnaire (please find a second copy enclosed) for a survey comprising my Master's Report. According to my checklist, you did not return this questionnaire. I know you are busy, but if you could take just a minute or two and complete the questionnaire and return it in the self-addressed envelope I would greatly appreciate your effort.

I have sent questionnaires to seventy-six major colleges and universities. Of the forty that have been returned, the information and interest shown has been very gratifying. Your help would aid in the completion of my Master's Report and greatly speed its completion; therefore, I am asking for your assistance in filling out the desired information as soon as possible.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dwight Oman".

Dwight Oman
Graduate Student
Kansas State University

COLLEGES AND UNIVERSITIES CONTACTS

Kansas State University
University of Missouri
University of Colorado
University of Nebraska
University of Kansas
University of Oklahoma
Oklahoma State University
Ohio State University
Purdue University
University of Indiana
Michigan State University
University of Minnesota
University of Iowa
University of Washington
U C L A
University of California Berkeley
University of Cincinnati
Drake University
Tulsa University
University of Texas
Texas A & M
Rice University
L S U
University of Tennessee
Tulane University

Auburn University
Vanderbilt University
University of New Mexico
University of Santa Clara
Weber State College
Ohio University
Duke University
University of South Carolina
Western Kentucky University
University of Pennsylvania
Yale University
Marquette University
Creighton University
Syracuse University
University of Dayton
Southern Illinois University
St. Johns University
Georgia Tech
San Jose State
Long Island University
Georgetown (D.C.)
University of Utah
University of Houston
Jacksonville University
Duguesne University
St. Bonaventure University

New Mexico State University

Manhattan College

Oral Roberts University

University of Hawaii

St. Francis (Pennsylvania)

CONFERENCES

Big 8

Big 10

Pacific 8

Missouri Valley

Atlantic Coast

Southwest

Ohio Valley

Southeast

Ivy League

Big Sky

Pacific Coast

Mid America

A SURVEY OF THE VARSITY BASKETBALL MANAGERS
IN SELECTED MAJOR COLLEGES AND UNIVERSITIES IN THE
UNITED STATES

by

DWIGHT WILLARD OMAN

B. S., Kansas State University, 1969

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

DEPARTMENT OF PHYSICAL EDUCATION

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

This survey was undertaken to determine the actual status of head varsity basketball managers in selected major colleges and universities. After managing for four years at Kansas State University and observing several managing systems throughout the United States, the need for such a survey seemed to be of utmost importance. Also, after discussing the need and value of a student manager system with various people involved with basketball, it was found that there were varied opinions about the status of the managerial personnel.

A twenty-one question survey was sent to 76 colleges and universities. All schools had well established basketball programs. The first return of the questionnaires yielded 40 for a 52.63% return on March 20, 1970. The final letter sent requesting the return of the questionnaire produced 15 more returned surveys for a total of 56 out of 76, or 73.68% final return. Three schools, or 5.36% of the schools returning the survey did not use a student manager system.

Forty-three schools, or 81% returning the questionnaire used a managing system consisting of four or less students. The ten remaining schools employed from five to fifteen managers.

The schools offering financial assistance to at least the head varsity manager totaled 33, or 62.26%. Since many of the methods of assistance were in the form of scholarships an average amount was impossible to compute. The range was from a full scholarship to \$30 a month. Seven received full scholarships and twelve were receiving partial scholarships ranging

from 1/4 to 3/4. Eight managers were on monthly salaries ranging from \$30 to \$89.

Forty-eight, or 90%, of the teams are accompanied by a manager on all trips. The head manager made the trips in 46 cases while two schools divided the trips among the managerial staff. Three schools allow the manager one to three trips a season. Only two teams never travel with a manager.

The hours required of a manager per week ranged from 15 to 50. The 53 managers together devote 1,485 hours per week with the mean number of hours being 28. The most frequent was 30 hours with 19, or 36%, devoting this much time.

Practice arrival times of the managers affects the number of available class hours. Forty-five, or 85%, lose at least ten available class hours per week because of managing. The departure time has an affect on eating and study habits. Thirty-five, or 66%, leave practice at 6:30 p.m. or later.

Taking the time required of a manager to perform his duties into consideration, sixteen, or 30%, indicated that managing had extended their graduation date. Of the 33 people who were receiving financial assistance, fifteen indicated they would not manage or spend as much time working with the team if they were not being financially assisted.

Judging from additional comments made by twenty-five of the respondees, the advantages of being a manager far outweighed the disadvantages. The opportunities to travel,

meet and build friendships with the people associated with basketball, at the college level, lead the list.