

FINANCING HIGH SCHOOL ATHLETICS
IN OKLAHOMA

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By

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CHAPTER I

INTRODUCTION

Many people will attend all of a school's athletic contests if they feel that the home team is going to win. Yet, few teams win all the games played during the season. When the townspeople do not attend the games because they feel certain their team will meet defeat, bringing about a change of attitude is often a difficult matter. School loyalty and community interest are not easy to create when the element of defeat is so evident.

Financing the athletic program in their respective schools is a very important problem of school executives today. The schools which are fortunate enough to have winning teams year after year usually have less financial worry than the unfortunate schools where teams win less than a majority of the games played.

Many schools, in attempting too large an athletic program, buy equipment for too many different sports during the school year, and assume an indebtedness that is difficult to pay. If small schools selected either one or two sports to sponsor, according to the size of the community, and created an interest in them, their athletic program would most likely be self-supporting.

It will mean a saving to the average school if only good athletic equipment is purchased. A primary consideration should be the amount of protection it affords the individual. Durable materials and plain colors should be chosen. A few schools buy

highly colored uniforms, which, while attractive and showy, are not durable. This necessitates the frequent purchase of new uniforms.

Another important item, which means much to the school financially, is the care of equipment when not in use. The equipment can all be used for a longer period if it is cleaned, repaired and stored after each season. During the season the players may be encouraged to take pride in the proper care of the equipment issued to them.

To make certain that all equipment has been checked in, a careful inventory should be made at the close of the season. Any missing items would have to be replaced by the school, thus increasing the expense.

Although the care of equipment is of great value to the school, methods of financing new equipment are of primary importance. Since athletics in nearly half of the schools cannot be financed by gate receipts alone, it is often necessary to use other methods of raising money to buy necessary equipment.

Later in this report are listed some methods that have been successfully used in bringing financial aid to the athletic program. However, the methods used effectively in one locality may not prove successful in another.

The following questionnaire was sent to one hundred and forty Oklahoma high schools, whose enrollment ranges from one hundred to seven hundred students:

"QUESTIONNAIRE

I, Lester P. Rice, am collecting data with which to write my thesis, and should appreciate it very much if you would answer the following questions and add anything else that you might think valuable. The name

(Questionnaire continued)

of the school reporting will not be made public. The information received will only be used collectively and not by particular schools.

Name of school reporting _____ Address _____

1. Are athletics self-supporting in your school? _____
Yes or No.
2. Do you keep a separate fund for each activity? _____
Or, Do you have one fund for all extra-curricular activities? _____
3. If you have a separate fund for each extra-curricular activity, will you please list the different funds?
1. _____ 2. _____ 3. _____
4. _____ 5. _____
4. Does any one sport support most of the others? _____
Yes or No. If so, which? _____
5. How much is set up in your budget for Physical Education? _____
6. Will your school be in debt for athletic supplies at the end of the year of 1938-39? _____ Yes or No. If so, how much? _____
7. When was this debt contracted? _____
8. How many years has it been since your school has been out of debt? _____
9. Please check the methods you use in raising extra money to support your athletic program, and add more if you use some not listed.

(1) Carnivals	(11)
(2) Queen Races	(12)
(3) Selling subscriptions to magazines	(13)
(4) Box Suppers	(14)
(5) Cake Walks	(15)
(6) Plays	(16)
(7) Picture Shows	(17)
(8)	(18)
(9)	(19)
(10)	(20)
10. Do you take a certain percent from class plays, gate receipts and use it as part of your athletic fund? _____
Yes or No.
11. Do patrons furnish, without charge, transportation to your teams? _____
12. When patrons use their cars to transport teams to out of town contests, do you pay for gasoline and oil they use? _____
13. Do you use school busses for transportation of your teams, or do you have a special bus that is used for that purpose only? _____
14. Do you furnish all of the equipment for your athletic teams? _____

15. If not, will you please list the equipment that you do not furnish?
 1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____
16. Do you buy your equipment from local merchants? _____
17. Do you sell season tickets? _____ If so, in which sports?
 1. _____ 2. _____ 3. _____ Or,
 Do you sell Activity Tickets? _____ If so, do you require all your high school students to buy them? _____
18. Do you allow your students to pay a certain amount each week and this entitles them to attend all school activities? _____
19. Will you please place beside the following sport the price you charge for single admission?

	Pep Squad	Adult	H.S. Students	G.S. Students
Football	_____	_____	_____	_____
Basketball	_____	_____	_____	_____
Baseball	_____	_____	_____	_____
Track	_____	_____	_____	_____
Wrestling	_____	_____	_____	_____

20. Do you play night football? _____ If so, has your attendance increased? _____ If so, what per cent? _____
21. Do you use athletic funds to support any other extra-curricular activities? _____ Yes or No. If so, which?
 1. _____ 2. _____ 3. _____
 4. _____ 5. _____
22. What person or student organization has the responsibility for the care and distribution of your athletic funds? _____
23. Will you please discuss your plan in the space below? Use the back of this page if needed.
24. If you use certain forms, will you please send a copy of each?"

The material used was taken from the replies from one hundred schools in various parts of the state. No effort has been made to choose schools from any particular part of the state, but to give a general survey.

CHAPTER II

METHODS OF SUPPORT

Out of the schools answering the question as to whether or not athletics are self-supporting, twenty-eight answered the question "No." About fifty per cent of these twenty-eight schools have a high school enrollment of between four and five hundred. In addition to the gate receipts, twenty-two of the twenty-eight schools use some of the following methods to support their athletic programs: Carnivals, queen contests, selling subscriptions to magazines, box suppers, cake walks, plays, picture shows, and other forms of entertainment for which they charge a small admission fee. Four of the twenty-eight schools answering the above question "No", use no other methods of raising money for their athletics. Out of the seventy-two schools answering "Yes" to the above question, forty-seven use some of the following methods to support their athletic programs: Carnivals, queen contests, box suppers, cake walks, plays, picture shows, pie suppers, style shows, tournaments, stunt nights, soft ball in the summer, novelty athletic events, such as boys dressed as girls playing the girls' basketball team, subscriptions from business men, concessions for school activity, selling activity tickets and collecting activity fees.

The remaining twenty-five schools that answered "Yes" to the above question, use only their contracts and gate receipts to support their athletic programs.

Fifty per cent of the schools, reporting that athletics are not self-supporting, show that, in their annual school budgets, they have set aside sums varying from \$100.00 to

\$300.00. Although these sums are designated for physical education, they are used mainly for the support of athletics. Schools, reporting that athletics are self-supporting, show that only about forty per cent have a definite amount set aside in their annual school budgets. In the latter case, the sum varies from \$100.00 to \$400.00.

Forty-five per cent of the schools reporting state that they attempt to make each sport pay its own way. Of the remaining fifty-five per cent in which each sport is not self-supporting, thirty-three per cent report that the gate receipts from football are used to aid the athletic program; nine per cent, basketball; two per cent, wrestling; and one per cent, boxing. The other ten per cent use a combination of the above. In other words, thirty-three per cent of the schools reporting, football receipts support most of the athletic programs. However, in the smaller schools where football is not played, athletics are supported mostly by basketball. It is interesting to note that boxing in one school and wrestling in two schools contribute most to the athletic programs.

The most commonly used method of raising money is the queen contest which is used by forty-two per cent of the reporting schools in some form. The next most used method is the selling of football season tickets. This method is followed by thirty-eight per cent of the reporting schools. Twenty-five per cent use plays as a means of raising money. Another much used method is the carnival which is being used by twenty-seven per cent of the reporting schools. Thirteen per cent are using box suppers. Twelve per cent use cake walks. Five per cent are selling

wrestling season tickets. One school uses a novelty athletic contest, such as boys dressing as girls and playing the girls' basketball team. This school also solicits the home-town merchants for contributions as an aid to its athletic program. Five per cent of the reporting schools sell activity tickets to their students but do not make buying compulsory. One school requires each high school student to purchase an activity ticket.

The following is a plan that is now being used by one of the reporting schools: High school students are charged \$2.25 for an activity ticket which will admit the owner to about twenty activities a year. The students are allowed to pay \$1.00 down, and fifty cents per month until the ticket is paid out. Activity tickets are sold to the grade school students for \$1.50. This ticket sale nets the school about \$500.00 a year.

In one of the smaller schools, having only one sport, basketball, the following plan is used: Activity tickets are sold to adults for \$1.00 each at the beginning of the basketball season, and to students for fifty cents each. However, it is not compulsory for the students to buy tickets. Ten numbers are on these tickets, and the holder may attend and, if he cares to do so, may use the numbers on his ticket to admit others until his ten numbers have been used. During the school year of 1938 and 1939, \$189.00 worth of activity tickets were sold in this school.

The following is a method used by one of the reporting schools in conducting a football queen contest: Each class in high school is allowed to elect a candidate for football queen. Various methods are used in securing votes for the candidates. Ten votes are allowed for each penny. The class turning in the

most money each day receives an extra two hundred and fifty votes.

Some of the methods used in securing money by this school are box suppers, selling subscriptions to magazines, plays, cake walks, candy sales, popcorn sales, selling tickets to shows at the local theatre, selling tickets for Homecoming Football Game, and contributions. This race usually continues for approximately five days. This method, netting about \$250.00, has been used in this school for the past eight years and has helped to keep athletics on a paying basis.

The "TEN CENTS A WEEK" plan is used by the Omaha, Nebraska, Technical High School, to finance its athletic program:

Each student has a folder or card on which are as many spaces as there are weeks in the school year. Stamps are printed and the teachers sell them each week, one teacher being responsible for a certain class weekly. When a boy or girl pays ten cents, the teacher then turns the money over to the Activities Association.

TABLE I
ALLOCATION OF FUNDS

Artists	10.4¢
Football	10.2¢
Baseball	7.5¢
Track	6.5¢
Basketball	5.1¢
School Paper	5¢
Operettas	4.9¢
Bands and Orchestras	4.8¢
Swimming	3.9¢
Mass Athletics	3¢
Spring Festival	2.8¢
Assemblies and Movies	2.7¢
Wrestling	2.7¢
Debating	2.4¢
Honor Roll	2.1¢
Stamp Supplies	1.3¢
Song Books	1.2¢
Miscellaneous	1.2¢
Greenhouse	1.2¢
Senior Play and School Annual	21¢

As long as the card indicates the owner is paid up, it will admit the student free to any school activity, whether it be an athletic contest, a school play, a debate or the swimming privilege. The chart shows the many activities at Omaha Tech.

If the owner of a card does not keep paid up weekly, he must pay the regular admission charge at any contest; and with such a small assessment, there is not much money paid by a student at one time. Ninety-eight per cent of the students supported this plan. The association thus has a budget each year with which it can go ahead and buy equipment, make arrangements to engage artists, and incur other necessary obligations without danger of any shortage.

In ten years, Omaha Tech has built up about thirty school activities, which are all paid for by the school association, and which every ten cent member has the right to attend or join.

The activities have to pay for some of the expenses of the Senior Play and school annual.

Sports do fairly well with their paid admission. Football, being an expensive game from the standpoint of equipment, is helped along by the Activities Association. Basketball draws a large paying crowd, but it also is helped. Baseball and track have practically no income and must be carried entirely by the activities.

The school encourages music and each year it brings well-known artists for the benefit of the students. School operettas are also given to encourage music and singing.

In six years, about \$3000.00 worth of band instruments, suits and music were purchased by the Activities Association to help interest students in playing some instrument, which the

school will furnish if necessary. The band has a small income from playing at banquets and marching in parades.

The association also pays all expenses of inter-class games, such as basketball, baseball, track, second and freshmen football teams, and swimming.

The chart also shows how the money was spent and what part of a dollar was used for each activity during one school year. The chart, however, shows only the amounts paid by the Activities Association and is entirely separate from the incomes derived from each activity. Paid admissions at football games, for instance, were used to pay football expenses plus the allowance from the association.¹

A "FIFTEEN CENTS A WEEK" plan used by Maplewood, Mo., High School, is as follows:

The problem of financing high school activities is usually a difficult one. At Maplewood every system has been tried, and at present the officials have a plan whereby they not only make expenses, but have also improved their school spirit to such an extent that there is practically one hundred per cent attendance at all activities. The purpose is to have each student enjoy all school functions, paying as small an amount as possible, and at the same time putting the school on a sound financial basis. This has been done.

Last year a plan was used that dealt only with athletics - a plan whereby each student paid ten cents a week for thirty-two weeks. This entitled him to all athletic contests at home

¹Lowe & Campbell Athletics Goods Co., Successful Financial Plans for School Athletic Departments, pp. 3-5.

and proved very successful. This year all student activities were included. After the different heads of organizations had given their expense accounts for one thousand students, the figures were totalled and the exact amount needed to run the entire student activities for one year was found. The student enrollment is one thousand, so all figures were on the basis of this number. Total expenditures were \$5,400.00. That meant each student must pay \$5.40 for his season ticket.

Now, the plan is this: Instead of subscribing to the school annual and school paper, and paying out a regular admission fee to every program and athletic event, for fifteen cents a week each student will secure admission to everything of interest that the school offers to the entire student body - games, concerts, programs, debates and plays. In addition, he will be entitled to a full year's subscription to the school paper and to a copy of the High School Annual, issued in the spring.

The following items are a list of the regular expenditures that one student at Maplewood will make during the year:

High School Annual.....	\$ 2.00
School paper.....	1.50
Senior play.....	.50
Operetta.....	.50
Junior High Operetta.....	.50
Musical Concert.....	.50
Football games.....	2.00
Basketball games.....	5.00
Track meets.....	1.00
Baseball games.....	1.00
Debates.....	1.00
Total.....	\$15.50

This means that over a period of thirty-six weeks, by paying the nominal amount of fifteen cents per week, each student saves ten dollars and ten cents.

The plan "went over big." Out of the thousand students,

eight hundred and fifty took advantage of the bargain. As a student pays his fifteen cents a week, he gets a ticket with a number of the week on it. That ticket entitles him to everything that takes place during the week. At the last activity of the weeks, tickets are collected.

The students pay for all the necessary equipment. All student money taken in goes to one fund; namely, the Student Fund. Take football for instance; all money received at the gate goes to the Activity Association. The same thing is true regarding the other organizations. At present their athletic budget is far ahead of other seasons and all expenses are paid out of the Student Fund. All money taken in at the gate or for advertisement is profit.

The first activity does not begin until the fourth week and by that time the student will have paid sixty cents on his ticket. The admission charge for football games is fifty cents at the gate. Now, if he fails to pay one week, he is automatically dropped but can begin again as soon as he pays up for the missing weeks. The school is ahead any time the student drops out, but with activities going on each week, he will keep paid up.

The money is collected during the home room period; each teacher being responsible for his room. So far, the plan has proved very successful, for each student realizes the value received.²

Here is another variation of the weekly plan in use by

²Ibid., pp. 6-8

a Nebraska High School. This system of selling tickets to finance school activities, as contributed by an athletic director in Nebraska, sounds like a sure-fire scheme to end money worries:

"Our High School has at the present time about \$10,000.00 on deposit in a savings account besides running a very extensive program. We have an enrollment of about four thousand and each student is asked to purchase a student activity ticket which sells for five cents a week. This allows the student to go to all athletic contests including football, basketball, baseball, track and field, swimming and wrestling. He also may attend all debates, get the daily school paper and be entitled to several small items.

We also issue another ticket that sells for ten cents a week and which includes all the things mentioned above, together with the "Quarterly" which is published four times a year and is the same as the annual in other schools. It also includes one concert or lecture each term by some outside attraction, such as the Russian Symphonic Choir or Byrd, the explorer, and three local concerts.

We believe the student certainly gets his money's worth and it also pays the school. We are sure that this system will work in a small school as we tried it out in our other High School. It opened a year ago last September without any athletic funds whatsoever. They immediately had to go in debt for football equipment and were kept in debt all year buying athletic equipment as the season progressed. They also had to go in debt for a school paper and several other activities.

They started the system of selling student activity stamps for five cents a week, and at the present time are almost out of debt. They will be by the end of the year. They have kept up their end of athletics along with the older established high schools.

A folder is issued at the beginning of the term by each home room teacher to each pupil who buys a five-cent ticket. Each week the home room teacher sells these stamps which are then pasted into the folder. In about fifty per cent of the cases it works out that the students buy all their stamps in advance."³

³Ibid., pp. 8-9

Another method is "THE HIGH SCHOOL WORK DAY". Briefly, the idea is simply to set aside a certain day when each student will engage in some lucrative employment, the pay for his services to be turned over to the athletic association. The plan is subject to many variations, but it is fundamentally dependent upon the full cooperation, not only of the student body, but of the townspeople as well. To "put it over" successfully, preparations must be made, particularly so in the matter of arousing enthusiasm.

It should be well advertised in the town paper. The help of the editor should be solicited, for publicity is essential. One way to get the full cooperation of the community is to have the "work-day" hooked up with a clean-up campaign. This promotes the interest and support of all good citizens, for any scheme to make their city a better place to live in is an appeal to their pride.

The publicity campaign should be started at least three weeks in advance, so a spirit of keen anticipation can be aroused in the student body and the community at large.

After the cooperation of the town press has been assured, the proposition should be stated in the school paper, and a mass meeting of the students should be called to explain the details of the plan and the necessity for raising the money. Here is an opportunity for them to use some initiative, for each student is to arrange for his own job. A friendly spirit of rivalry can be kindled between the freshmen, sophomore, junior and senior classes, and a prize offered to the class raising the most money. A prize can be given to the class

having the best average per member. Also, an individual prize can be offered for raising the most money, and one for the most unusual job.

It is advisable to make some general suggestions as to what jobs may be obtained; the thought can be planted firmly that any form of honest employment is dignified. It should be plainly understood that the "prima donna" is just about as popular on "work day" as the cat that lives under the pest-house.

Suggested jobs are: Clerking in stores, delivering packages, hauling rubbish and ashes, sawing wood, farm work, dragging roads, repairing streets, repairing fences, greasing and washing autos and wagons, painting houses, barns and fences, washing windows, helping merchants dress windows, clean off dust from boxes and shelves and take inventory, trim hedges and trees. The girls can sell "hot dogs", candy, pastry and dyspepsia tablets. They can get jobs as housemaids while the lady of the house goes to town; and they can shine shoes. The girls can make just twice as much at this as the boys, and there is nothing humiliating about it on "work day!" The boys in the manual training department can make the girls' shoe shining stands and set them up on the street at main intersections. It will be surprising how much money will be taken in by this stunt. But let the students find their own employment, for that's half the fun.⁴

⁴Ibid., pp. 13-14.

Another method is "THE STUDENT BODY FEE FOR HIGH SCHOOLS" "Student Body Fees" and the "Student Athletic Fees" have long been honored and respected members of the college "fees" family, but a similar fee for the public high schools of the country seems to me to be a fairly recent thing, at least as far as a widespread use is concerned. Many high schools, in the past, have worked along this line with a season ticket for a single sport or a year's subscription for the school paper; seldom have the two been combined. Others have gone a little farther and have sold an "athletic ticket" covering all athletic contests staged on the home floor. Under either of these plans, school finances have remained the same in most places; a problem to say the least.

In order to reduce somewhat the stress and strain of the student body financial problem, the principal, R. E. McCormack, and the Bend High School Student Council decided two years ago last spring to put into use in the school last year a "Student Activity Fee". After thorough discussion, it was decided that a fee of two dollars was one that could be paid by members of the student body and would give a satisfactory starting figure. When registration time came in September, the Student Body treasurer was on hand with his receipt book and collected the fee from each student as he completed his registration. No registration was considered complete until the fee had been paid. Approximately two-thirds of the student body paid at the time of registration, while the remainder, with only four exceptions, paid within two weeks after school started.

Although the plan had been carefully explained to the

student body before the close of school in May, a copy of the handbook, giving further explanation, was handed each student at the time of registration. The handbook calls the fee "a complete co-operative plan for carrying on the student body affairs and for bringing about a more thorough understanding of the aims, policies, and purposes of the school." It also states that the fee will entitle each student to "a copy of each issue of Pine Murmurs (the school paper), full membership in the student body organization, and admission without further charge to all regularly scheduled athletic contests held in Bend between Bend and other high schools, including football, basketball, baseball, track and field contests." It protected the school on any tournaments, or other contests not on the regular schedule, by stating that for such events extra admission might be charged.

It is only fair to say that school and student body officials expected some criticism of the fee to develop from parents who were unable or unwilling to pay the extra two dollars as a registration fee in a "free" public high school. Much to the surprise and pleasure of everyone, no such criticism has been heard. For the benefit of parents, a statement was placed in the handbook which read, "Parents and pupil should look upon this fee as being essential to the proper functioning of school activities as the textbook is to the classroom." Apparently parents have chosen to regard the fee in the proper light.

It was decided to divide the fee on a percentage basis among six separate funds as follows: Student Body General,

twenty-five per cent; School paper, twenty-five per cent; Football, twenty per cent; Track and Field, fifteen per cent; Basketball, seven and five-tenths per cent; Baseball, seven and five-tenths per cent. The five hundred and forty student fees paid by members of the student body brought about \$1,080.00 in. There were only four students unable to pay. The council voted money from the Student Body fund to care for the fees of those who were really unable to pay.

The two dollar fee may be increased later, when sentiment is right.

Briefly, the advantages of this plan are: (1) It provides ready funds at the beginning of the school year when they are most needed. (2) It provides united student body support for activities and so increases school spirit. The old excuse, "I can't afford to," can no longer be given. (3) Disruption of school work by the periodic drives for ticket sales or subscriptions has been eliminated. (4) Revenue from the students has been increased about one-third.

No doubt, other advantages and disadvantages may appear as the plan continues in use. At the present time, however, it seems a remarkable improvement over the old system of season ticket, subscription, and various drives.⁵

"EGG AND PRODUCE WEEK" - In one school the different class rooms contested for the highest percentage, and the slogan was: "An egg a day for a week." Some students who couldn't bring eggs brought produce that could be sold and

⁵Ibid., pp. 18-20.

turned into money, this being a substitute for the eggs. At the end of the week, the principal sold over ten cases of eggs, (thirty dozen to the case) to the highest bidder in the town.

Another school had a produce week dedicated to "Better Athletic Equipment" Potatoes, cabbages, eggs, poultry, butter and any home raised products were all bulked together at the end of the week and sold to the local merchant.

It might be asked, "Did this plan go over big?" In one town of five thousand population, over \$400.00 in cash was realized from the sale of the produce. The merchant who bought received some very worth-while publicity in the papers and more than made back the cost during the next day because parents were glad to patronize him.

Talk of fun.' Every kid got a real thrill out of his part in the campaign. No student was omitted and the parents did not object because produce and not money was asked. If an athletic team needs equipment, the above suggestions are two out of many hundred plans that will bring the public in to help the schools finance their programs.⁶

"SOLVING THE SHOE PROBLEM" - The real value of an athlete is dependant upon the condition of his feet throughout the season, whether it be football, basketball, track or baseball. Many different methods have been tried in an attempt to solve the shoe problem - distribution of the expense, repairing and proper fitting.

First - Shoes were purchased by the school, loaned to the candidates, called back at the end of the season, repaired and

⁶Ibid., p. 24.

stored away. This method proved very unsatisfactory because of the condition in which the shoes were returned, the expense and time involved in repair work and the unalterable fact that next year a good many boys had to wear used shoes that certainly were not molded to their particular feet.

Secondly - The scheme of having the boys buy their own individual shoes did not prove best because many of the athletes could not afford a better grade of footwear and the entire team was thus handicapped.

The plan now used and which has been very satisfactory for the past three years is for the most likely appearing candidates in any sport to be advised to buy a particular type of shoe known to be of first class. Each boy pays the entire cost and files the receipted bill with the coach. When the player completes the season satisfactorily, he receives a check for one-half of the cost and the shoes are his to keep. The school's limit, however, is \$4.00 so that if a boy pays \$8.00 for his shoes, he is refunded \$4.00.

The advantages of the plan are as follows: (1) Players have good shoes at a minimum cost, (2) realizing that the shoes are theirs, they will naturally take better care of them and make them last much longer, (3) the expense to the school is less and there is no repair bill, (4) no player is made to fit his own feet to someone else's shoes, (5) at the end of the season or at the conclusion of a boy's athletic career the shoes can be used for personal purposes - football shoes with cleats removed make good skating shoes, (6) a school has better shoe equipment and, therefore, receives more efficient

work from the athletes.⁷

In addition to the above, the following are some of the various methods used:

THIRTY-TWO SUCCESSFUL PLANS - 1. Sale of season tickets. Let the average price be about ten cents per home game for entire football and basketball schedule. Much more revenue will be obtained from a small fee of which all will take advantage, than merely a larger flat rate at the gate. Have each class see who can sell the most tickets.

2. In case the football field is not fenced or roped off, let the girls sell tags to all spectators. - Who can resist the appeal of a pretty girl? This is better than merely passing the hat.

3. Sale of programs and advertising from programs. Most local merchants will advertise, and the sum obtained should pay for paper and printing. The proceeds from the sale would then be clear profit.

4. Various types of carnivals or so-called "Days of '49" are always remunerative and do not cause the bulk of the work to fall on just a few. Suggested events are: Dog Train, Fish Pond, Swimming Match, Slide, Shows for Men or Women Only, Fortune Teller, Beauty Parlor, Fashion Show, Hula Hula Farce, Kangaroo Court, Wrestling Exhibition, Boxing Match, Vaudeville Show, Doll Rack or Eggs at a Colored Boy, Chances on Candy or Merchandise, Shooting Gallery, and various games of chance.

5. School play, minstrel show or ten big acts of stunts, displays and specialties. The academic instructors will gladly

⁷Ibid., pp. 21-22.

help arrange these affairs and thus take the responsibility from the athletic director. The English department can often produce a one or two-act play.

6. Pie or cake supper. Have the girls furnish the pies and cakes, and the boys and men bid for them. Who wouldn't pay an unlimited price for a cake baked by the "only girl?"

7. Have professional entertainers stage a play at the school or community auditorium. They usually insist upon one-half of the proceeds. This type of performance is the easiest way out and is not preferred to a student affair.

8. Sponsors contest. The girl who can draw the largest number of admirers by selling the most votes is the sponsor. This could be applied to the townspeople as well as in the school. In colleges, the four classes can have their popular girl representatives as contestants, while in smaller schools the freshmen might be opposed by the upper classmen.

9. Have the town picture show set aside one or two nights for benefit performances with the entire or partial proceeds going to the school.

10. Organize an athletic association for boys and another for girls. Have a membership fee of say fifty cents. These organizations are a big help in handling any of these propositions.

11. Have a raffle on a life admittance ticket to all home contests or some other prize that would appeal to both students, boys and girls.

12. "High School Work Day" in which all students, boys and girls, devote one day to some job, the pay for which is given to the school treasurer. Advertise in advance, and the townspeople will be glad to cooperate.

13. Award a challenge trophy cup to the class that sells the most season tickets. It is surprising what class spirit will do.

14. Elect a "Football Queen" by the sale of football season tickets - each sale to count for so many popularity votes. The spirit of chivalry always prevails for the "Lady Fair" The winner is the "Queen" and the runners-up are "Ladies in Waiting"

15. The proceeds from the sale of subscriptions for magazines such as The Ladies Home Journal and The Country Gentleman can amount to a nice fund. Students should have no trouble taking subscriptions if the townspeople understand where the money goes.

16. Let the boys select the two most popular girls and then divide the student body into two divisions, one division for each girl. Each five cent contribution gives one vote - the girl receiving the most votes is the "Football or Basketball Queen"

It doesn't take long to pay for suits with this method.

17. Have a popular girl in a booth right next to the entrance to the town picture show. Ask for donations equal to price of admission to the show, the townspeople realizing that the money is for school athletics. Change girls each week and you will be surprised at the results.

18. Offer a felt rooster's cap with each season ticket. The caps can be purchased very reasonably from Sporting Goods Company in quantity lots. Boys and girls like to have something concrete for their money. It touches the pride of those who do

not have caps - they will buy a ticket sooner or later.

19. Have students bring the favorite cooking recipes from their mothers, print them all in a town cook book, solicit sufficient advertising from the town merchants to pay for printing and binding, and have the students stage a selling campaign. The money received from the sales will be a clear profit.

20. Try the "Ten Cents a Week Plan" whereby each student gives the amount throughout the school year. Each has a folder in which a stamp is pasted for each ten cents. As long as the folder is up to date the owner is admitted to all school activities without extra charge.

21. Have a "paper day" when all students bring an accumulation of paper from home. The combined amount can be trucked to some nearby junk yard and sold for its value.

22. Charge fee of one dollar per semester to belong to the high school athletic association and have all students and faculty eligible to membership. All paid-up members admitted to games free and make it requirement for all to attend.

23. Moving pictures in the school auditorium or other building - if the school owns a machine or can rent one reasonably. Do not have too often so as to become uninteresting or antagonize the local show houses.

24. Subscriptions from merchants and townspeople may be secured but this method should not be overworked. The main objection is that this method does not give the athletic department the independence it should have and which goes with

the raising of money by its own or student effort.

25. Play up the commercial and parent-teacher organizations. Indirectly this will mean more income from gate receipts.

26. Smokeless smokers, athletic demonstrations, gym shows, etc., could be given if the talent is good and the community is favorable to such.

27. A tag day for a certain specific purpose is good if not tried too often. Try the pretty girls on this by offering some school honor for the one selling the most tags.

28. Advertise basketball games and other athletic contests by posters, handbills, mimeograph sheets and newspapers.

29. Arouse interest in your games by having both the student body and the townspeople at "pep" assemblies the night preceding each contest. Follow with a parade led by the school or town band.

30. Make your seating arrangements comfortable at games. Plan interesting stunts between halves and engage competent, even if higher priced, officials.

31. Another plan that is used is to sell students an activity ticket for fifty cents and this admits them to all school events until the Christmas vacation. Then, they sell another activity ticket for fifty cents for the remainder of the school year. If the students do not buy tickets, they must pay the same price for admission as adults. This school usually has enough events to make the admission price for students about five cents. This plan encourages the students to buy tickets; and the school usually knows something about

the amount of money it will have to spend for equipment before the season is over.

32. Another school reports the following plan: Each Home Room pays seven dollars a semester and this allows the students in this room to attend all the athletic events during that particular semester. Each of the Grade School Home Rooms pays three dollars per semester and is allowed to attend all the athletic events. This plan has a tendency to get all the students to attend the athletic events and also makes it a very small fee for each student.

Probably the one thing that has aided more schools to put athletics on a paying basis in Oklahoma is Night Football. The reporting schools show that their attendance at games has increased from ten per cent to three hundred fifty per cent. Most schools that play Night Football have also increased their admission prices, therefore, increasing their gate receipts several times. Only one school showed a decrease in attendance which was forty per cent.

TABLE II
INCREASED ATTENDANCE DUE TO
NIGHT FOOTBALL

Per Cent	Number of Schools
10	2
15	3
20	2
25	5
30	4
40	4
50	12
100	8
200	1
300	4
350	1
Some increase	4

Most of the above schools charge an admission price of thirty-five cents for adults, fifteen cents for high school students, ten cents for grade school students, fifteen cents for pep squad, and most schools admit the members of the band free. The highest price charged for adults was fifty cents, and the lowest twenty-five cents. It was interesting to note that practically all of the schools that reported athletics on a paying basis were the schools that play Night Football.

Twenty-nine of the reporting schools play their football in the afternoon, and the other schools do not play football. Practically all of these twenty-nine schools, reporting that athletics were not on a paying basis, have an admission price for adults of twenty-five cents, high school students fifteen cents, and grade school students ten cents.

Most of the schools admit the members of the pep squad for fifteen cents, and others charge ten cents, while others admit theirs free of charge. Usually the high school students, members of the pep squad, and band members of the visiting schools are admitted to all athletic contests for the same price as the home high school students, members of the pep squad and band members.

Practically all of the schools charge the same admission price for basketball games. The top price being thirty-five cents, and the lowest price being fifteen cents for adults, while the most popular price for adults is twenty-five cents. Most of the schools admit the members of the pep squad for ten and fifteen cents, one school charges as low as five cents, and a few admit them free. The schools that charge thirty-five

cents for the admission of adults, charge their high school students twenty-five cents for single admission and admit their grade school students for fifteen cents. The schools charging twenty-five cents for adults, usually admit their high school students for fifteen cents and their grade school students for ten cents. Very few schools playing football sell season tickets or activity tickets for basketball.

Very few of the reporting schools have track as part of their athletic program, and the schools where track is sponsored usually admit the spectators free of charge. Track in the smaller high schools in Oklahoma is rapidly becoming a thing of the past.

Baseball is being sponsored by a number of the smaller high schools in Oklahoma and, to a certain extent, is replacing track. Most of the schools that sponsor baseball are charging an admission price varying from ten cents to thirty-five cents for adults, ten cents to twenty-five cents for high school students, and five and ten cents for grade school students.

A sport that is rapidly becoming popular in the high schools of Oklahoma is wrestling. A few of the high schools have gone so far as to replace basketball with this new sport. Two of the reporting schools show that the funds received from wrestling support most of their athletic program. The admission price is practically the same as that of basketball.

CHAPTER III

PURCHASING OF ATHLETIC EQUIPMENT

The buying of athletic equipment is by far the greatest expense of the athletic program. Fifty-six per cent of the reporting schools state that they furnish all of the equipment. The other forty-four per cent furnish only a part of the equipment.

TABLE III
EQUIPMENT NOT FURNISHED
BY SCHOOLS

Equipment not Furnished	Number of Schools
Athletic Supporters	22
Shoes	36
Socks	7
Tennis balls and rackets	1
One-half cost of boys' shoes	1
Baseball gloves	2
Practice suits for girls	1
Shoulder pads	1

Only six per cent of the reporting schools buy their sporting goods through local merchants. Twenty-three per cent buy all their first aid supplies and part of their athletic equipment through the local dealers. The other seventy-one per cent seem to think it advisable to buy their athletic equipment direct from sporting goods houses. The argument in favor of buying direct from sporting goods houses is that the local merchant cannot and will not always carry the credit of the schools. A number of schools are in debt at the present time

and have been for a number of years. Another reason is that it is almost impossible to buy the same amount from each local merchant, and this often will cause unfavorable comment.

Since there are several reputable sporting goods houses, competition is necessarily keen. Because of this, schools often feel it advisable to use the following plan for buying athletic equipment: Secure prices from all the dealers and, by comparing prices, quite often a small amount can be saved on each article purchased by using this method of buying.

Probably one of the reasons for the high cost of equipment of teams today is that most all schools have two sets of uniform. One set is used for practice purposes and, of course, the other set is used for games. Another reason for the high cost is the enormous amount of credit being given to the schools by the sporting goods houses. Some one must pay the interest on this indebtedness, and also some one must pay the amount that is always lost from non-collections. So, the schools that pay their debts regularly are helping to pay the interest on this indebtedness and the non-collections. If the sporting goods houses would instruct their salesmen to sell the schools the amount of equipment that they believed they would be able to pay for, the price of sporting goods would decline. Most salesmen encourage school officials to buy more equipment than needed.

CHAPTER IV
MANAGEMENT OF ACTIVITY FUND

In thirty per cent of the schools the high school principal is responsible for the management of the activity fund, and in eighteen per cent the superintendent is responsible. In the remaining fifty-two per cent, several different methods are used. The chart below will show the different methods and number of schools using each:

TABLE IV
RESPONSIBILITY FOR MANAGEMENT
OF ACTIVITY FUND

<u>Person or Persons</u>	<u>Number of Schools</u>
Principal	30
Superintendent	18
Principal and Superintendent	8
Superintendent and Coach	7
Commercial Teacher	6
Faculty Member	4
Principal and Student Council	3
Principal and Coach	2
Class Sponsors and Superintendent	2
Secretary of each organization	2
Superintendent, Coach and Secretary	2
Secretary of Board of Education	2
Principal, Superintendent, Class Officers,	2
Athletic Commission	1
Office Secretary	1

(Table IV continued)

Person or Persons	Number of Schools
Principal, Coach and Financial Secretary	1
Principal and School Secretary	1
Superintendent and Student Council	1
Banker and Principal	1
Student Council and Athletic Council	1
School Board Clerk and Superintendent	1
Student	1
Athletic Committee	1
Superintendent and Secretary	1
Student Council	1

Of the one hundred schools reporting, there were no two using the same method of handling their extra-curricular activity funds. Probably the most used method is to deposit all of the money taken in from contests and other sources in one fund in the bank, and keep a set of books in the school officials' office, showing the amount taken in from, and the amount spent for, each activity. Several different methods are being used for this purpose, and a few of these will be outlined in detail later on.

The following is a list of the different funds and the number of schools using each:

TABLE V
 VARIOUS FUNDS USED BY SCHOOLS

AUG 6 1940

Name of Fund	Number of Schools
Football	8
Basketball	8
Baseball	3
Student Activity Fund	7
General Fund	7
Debate	2
Band	25
Glee Club	9
Classes	51
Athletics	51
Student Council	10
Various Clubs	7
Pep Club	10
Journalism	1
Dramatics	10
Special Fund	3
Vocal Music	5
Speech	3
F. F. A.	8
Boxing	1
Girl Reserve	2
Locker	1
Library	6
Manual Training	5
Music	11

(Table V continued)

Name of Fund	Number of Schools
Senior Memorial	1
O-Li-Kah	1
School Lunch Room	1
Commerce	6
Vocational Agriculture	3
School Annual	1
Miscellaneous	7
Plays	1
Typing	3
Funds Derived from Fees	1
Grade School	1
Home Ec. Club	7
Shop	1
Jacket Fund	1
Drum Corp	1
Tennis	2
Lyceum	1
Jr. High	1
Track	1
Science	1
Visual Education	1
Wrestling	3

Forty-five per cent of the schools report that they deposit all of the money taken in and write checks from this one fund. In other words, they work on the basis of allowing the

more popular activities to support the less popular ones. The other fifty-five per cent keep a close check on the income and expenditures of each activity. The advantage of using only one fund for all activities is that it will keep the less popular activities out of debt and will aid them to continue, while without this support they might have to be dropped. Of course, the advantage of the other method is that it will allow the money to be spent on the activity from which it was earned. One school reports that it borrows from one fund to replenish the other, but failed to state from what source this loan was to be paid.

In one of the reporting schools, the high school principal keeps an accurate check on all the income and disbursements. He has a deposit slip, an entry in the check book for all the income, the cancelled check and check book stub for all bills paid. In addition, since the money is kept in the local bank, he also has the monthly bank statement as a part of the record. Once each year he makes a detailed report of this record to the superintendent, who then presents it to the board of education for their information. This record is also open for inspection and criticism.

Under the following plan used by one of the reporting schools, the high school principal is responsible for the business management of all athletics; that is, buying of equipment, paying all bills, depositing all money in the bank, and the matching of games. The following report is sent to the superintendent by the principal each month:

FORM NO. I
BALANCE SHEET

Incidental Fund

Date _____

	<u>Receipts</u>	<u>Payments</u>	<u>Balance</u>
Cash Balance			
Miscellaneous	\$	\$	\$
Library	\$	\$	\$
Locker	\$	\$	\$
Typing	\$	\$	\$
Seal Sale	\$ _____	\$ _____	\$ _____
Total	\$	\$	\$

Activity Fund

<u>Account</u>	<u>Balance</u>	<u>Receipts</u>	<u>Payments</u>	<u>Balance</u>
Athletics	\$	\$	\$	\$
Band	\$	\$	\$	\$
Glee Club	\$	\$	\$	\$
Senior Class	\$	\$	\$	\$
Miscellaneous	\$	\$	\$	\$
Student Council	\$	\$	\$	\$
Junior High	\$	\$	\$	\$
Tennis Club	\$	\$	\$	\$
Dramatic Club	\$	\$	\$	\$
Peptiacs	\$	\$	\$	\$
Printer's Club	\$	\$	\$	\$
Stage Equipment	\$	\$	\$	\$
Broadcaster	\$	\$	\$	\$

(Form No. 1 continued)

<u>Account</u>	<u>Balance</u>	<u>Receipts</u>	<u>Payments</u>	<u>Balance</u>
Junior Class	\$	\$	\$	\$
Photo Club	\$	\$	\$	\$
F. F. A.	\$	\$	\$	\$
Sophomore Class	\$ _____	\$ _____	\$ _____	\$ _____
Total	\$	\$	\$	\$

FORM NO. II
RECORD OF GAMES

_____ Game

_____ Date

Weather _____

Passes issued _____

INCOME

Ticket Sale _____ \$

Gate Receipts _____ \$

Other income _____ \$

Total income of
this game _____ \$

EXPENSE

Guarantee _____ \$

Officials _____ \$

Advertising _____ \$

Lights _____ \$

Other expense _____ \$

Total _____ \$

Payment on lighting equipment \$ _____.

Signed: _____
Secretary.

Another school has one fund for the entire school deposited in the bank, and the commercial teacher is the school treasurer. She keeps an accurate record of all funds of the school as an activity record. She keeps all accounts separate, that is, the various classes, school organizations, and a general fund made up of ten per cent of activity funds received on activity tickets at \$2.00 each. This is used by the school for general purposes. The athletic fund, receipts from football, wrestling, and basketball are all together in one account.

The following is an example of an activity ticket, and also of a football season ticket used by the above school:

FORM NO. III
STUDENT ACTIVITY TICKET

Season Ticket 193_____

No. _____

STUDENT ACTIVITY TICKET
PODUNK HIGH SCHOOL

\$_____ plus tax _____¢

Signature of Student _____

Countersigned _____

Basketball	(1)	(2)	(3)	(4)	Dramatics	(1)	(2)
Wrestling	(1)	(2)	(3)	(4)	Orchestra	(1)	(2)
Football	(1)	(2)	(3)	(4)	(5)		

This ticket can be used only by the purchaser.

FORM NO. IV
FOOTBALL SEASON TICKET

Date _____

No. _____

PODUNK HIGH SCHOOL
SEASON FOOTBALL TICKET

Adult \$ _____ Tax _____¢ Non-transferable

Sold to _____

Schedule

<u>Away</u>	<u>School</u>	<u>Home</u>	<u>School</u>
Sept. _____		Sept. _____	(1)
Oct. _____		Sept. _____	(2)
Nov. _____		Oct. _____	(3)
Nov. _____		Oct. _____	(4)
		Nov. _____	(5)

A request to the activity fund treasurer for a check to be written, which must be signed by the treasurer and counter-signed by the principal or superintendent, is in this form:

FORM NO. V
REQUISITION

HIGH SCHOOL

No. _____

ACTIVITY FUND
TO SCHOOL TREASURER:
Pay to the
order of _____

Date _____

\$ _____
Dollars

Out of _____ Fund for _____

APPROVED:

Sponsor._____
Superintendent or Principal_____
Secretary

FORM NO. VI
TICKET CHECK-UP

1. Occasion:

2. Gate:

3. Ticket Check-up:

a. Adults _____

1. Opening number _____

11. Closing number _____

111. No. of tickets sold or passed at 25¢ _____

Amt. _____

b. High School _____

1. Opening number _____

11. Closing number _____

111. No. of tickets sold or passed at 15¢ _____

Amt. _____

c. Grade School _____

1. Opening number _____

11. Closing number _____

111. No. of tickets sold or passed at 10¢ _____

Amt. _____

d. Gross value of tickets _____

e. Sales tax due at 2% _____

Signed and reported by:

Position

CHAPTER V

CONCLUSION

The following factors were considered in this study and may be outlined as follows:

- A. School indebtedness for athletic supplies.
- B. Methods of financing high school athletics in Oklahoma.
- C. Management of Activity Fund.
- D. Purchasing of athletic equipment.

1. Forty-seven per cent of the reporting schools are in debt at the present, and eleven per cent have been in debt for a period of years.

2. One school has never been out of debt.

3. Seventy-two per cent of the schools report that athletics are self-supporting.

4. About fifty per cent of the schools set aside a sum in their annual school budgets for physical education.

5. The schools with the largest indebtedness also show the longest periods since they have been out of debt.

6. The largest indebtedness was \$750.00.

7. Sixty-five per cent of the schools use school owned busses all of the time as means of transportation of teams to out-of-town contests, and eight per cent use school busses part of the time and privately owned cars part of the time.

8. Three per cent of the schools use privately owned busses.

9. Twenty-four per cent use private cars and eighty per cent of these buy the gasoline and oil for the car owners.

10. One school pays private car owners .067¢ per person per mile hauled. Another pays one cent per mile per person hauled. Two schools pay a certain sum each trip.

11. Of twenty-eight schools reporting that athletics are not self-supporting, twenty-two use some method other than gate receipts to support their athletic program. Fifty per cent of these schools set up a sum in their budgets for physical education.

12. Forty-seven of the schools, where athletics are self-supporting, use other methods of support, and the remaining twenty-five use only contracts and gate receipts. About forty per cent of these schools set up a sum in their budget for physical education.

13. Thirty-three schools use the receipts from football to aid in the support of other athletics. Nine schools use the receipts from basketball, one from boxing, two from wrestling, to support their athletic program, and forty-five per cent attempt to make each sport pay its own way. The other ten per cent use a combination of the above.

14. Forty-two per cent of the schools use some method of the queen contest.

15. Thirty-eight per cent of the schools sell football season tickets.

16. Fifty-six per cent of the schools furnish all of the athletic equipment. The other forty-four per cent furnish only a part of it.

17. Six per cent of the schools purchase their athletic equipment through local merchants, and twenty-three per cent

buy a small part of it from them.

18. The price of athletic equipment could be reduced if schools purchased only what they could pay for.

19. Forty-five per cent of the schools deposit in one fund all money taken in, which is used for whatever purpose it is needed. The other fifty-five per cent keep each fund separate, and each activity pays its own way. One school borrows from one fund to aid another.

20. In thirty per cent of the schools the principal is responsible for the management of the activity fund. In eighteen per cent, the superintendent is responsible.

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