

FINANCING INTERSCHOLASTIC ATHLETICS IN THE CLASS
"L" PUBLIC SCHOOLS OF MISSOURI

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A. C.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. THE PROBLEM

Grandview High School, Grandview, Missouri, has a definite way of financing the entire interscholastic athletic program. The authorities at Grandview are interested in knowing how other schools of comparable size finance their program and in what athletic activities they participate.

PURPOSE OF THE STUDY. The purpose of this study is to find how well, selected schools in Missouri of comparable size with Grandview are financing their competitive program of athletics.

The study should provide answers to the following related questions:

1. Is the present method of financing interscholastic athletics in Missouri educationally sound?
2. Are there social values derived from the present methods of financing the athletic program?
3. Is the practice of extra pay for coaching duties justified?
4. Is the school obligated to furnish the athlete with equipment?

STATEMENT OF THE PROBLEM. Perhaps the only phase of education which students themselves have forced into the curriculum is competitive sports, or interscholastic and intercollegiate athletics. Whether or not competitive sports belong in the educational curriculum is no longer an issue; it is an accomplished fact.¹

There is a definite need to improve the understanding that athletics contribute to education in general. The educational curriculum is no longer confined alone to those things that the student acquires in courses or programs of study but must be based on competency that is acquired through all the educative experiences available to students. Today, the curriculum is expanded to include all of the experiences that are provided under the supervision of the school or college for the development and betterment of the student. For this reason, athletics can provide opportunities for the acquisition of experiences that prove highly beneficial to the individual.

It is generally recognized that the development of socially acceptable and personally rewarding behavior takes place through group interaction. Properly organized athletics under expert leadership provide situations where

¹Harry A. Scott, Competitive Sports in Schools and Colleges (New York: Harper and Brothers, 1951), p. 9.

democratic group processes may be experienced and enjoyed.

Public education is financed from community tax funds. Because of this, the public is conscious of what is happening in its particular school system. When public tax money is involved in the interscholastic athletic program, the public becomes increasingly sensitive to the financial implications involved.

Many colleges and universities provide financial assistance to their athletes. Restrictions upon how much aid may be given are established by the National Collegiate Athletic Association, by the National Association of Intercollegiate Athletics, by the respective conferences to which colleges belong, and by other accrediting agencies.

If this particular policy is sound in colleges and universities, then why have high schools not accepted or adopted this "aid to the athlete" viewpoint? There are probably a number of factors involved, some of these are: (1) the limited financial ability of high schools to meet their athletic requirements, (2) the concept that the boy is in school primarily to receive an education and secondly to compete in interscholastic athletics.

There are many methods by which schools finance their athletic programs. If one method is best, then why do not all high schools conform to this "one best" method? Probably the two most popular methods now employed by secondary

schools to finance their programs are either through gate receipts or through the "general fund."

An athletic program which operates through gate receipts must be solely self-sustaining. This method might be good if the following were provided: (1) the school is endowed with a large field-house to seat 5,000 or a large football stadium seating approximately 10,000, (2) and a winning team year after year. If these facilities were to be filled for every game, year after year, the coaches would probably agree that they would be able to provide excellent equipment and other facets of their program for the athlete, solely with the money received from gate receipts.

There are disadvantages to the gate receipt system. The large schools have a great number of boys engaging in the interscholastic program of athletics. They may have some years with poor teams and bad weather. Those who pay admission may refuse to come to the games. How may the large school afford to operate its program solely upon gate receipts?

What of the small high school in a small community? Is it capable of operating on gate receipts when it has a gymnasium only capable of seating 200 people? Can these schools provide adequate equipment for their athletes? Because of the expense involved the small schools cannot operate on gate receipts alone.

Many schools operate the interscholastic program through the general fund or general budget. In this method the coach or athletic director submits a budget to the principal. The principal then submits it to the superintendent of schools. The superintendent submits it to his Board of Education for approval of funds to be used in operating the interscholastic program. This method is excellent in the respect that money is available through good seasons or bad.

Through the general fund the coach of each sport knows what has been approved and what has not been approved. This allows him to order in time to prepare for the coming season. Sometimes the coach may be required to list the articles he wishes to buy and the cost of each. Again, he may request a lump sum to cover the sport or the entire program. The difficulty encountered is when insufficient funds are approved.

According to Williams and Brownell,² the ideal method for financing the interscholastic program would be to do away with the admission charge for interscholastic athletics. They state that:

. . . such a procedure would doubtless decrease, if not eradicate, the numerous undesirable features associated with these contests and, at the same time, improve the

²Jesse Feiring Williams and Clifford Lee Brownell, The Administration of Health Education and Physical Education (Philadelphia: W. B. Saunders Co., 1951), p. 66.

educational values inherent in them. In the final analysis financial support for interscholastic athletics should be obtained from the Board of Education in the same manner that other school activities are maintained.

IMPORTANCE OF THE STUDY. The topic of financing the interscholastic athletic program is one which is discussed among coaches and administrators probably as often as the won-lost record of the team. At present, very few schools seem to be in accordance on how to finance the program.

Grandview operates its interscholastic athletic program financially through the general fund. This means that the head coach of each sport presents a budget to the Board of Education each year for approval. Each item that is needed is listed, with the cost of each. This budget must be in the office of the Board of Education by January 1 and is returned to the coach around May 1 with the approval of what may be purchased. At Grandview, the athlete is furnished a certain amount of athletic equipment and school officials seek to know if this is comparable to other Class "L" Public Schools in Missouri.

This thesis will point out how funds are spent within the Department of Physical Education and therefore should be of value to educators as well as the general public.

SCOPE OF THE STUDY. The study includes all public schools in the state of Missouri that fall within the classification indicated by the letter "L". A school in this

group has a student body of 342 pupils or more.

METHODS AND SOURCES OF ACQUIRING DATA. To obtain a clear picture of how the Class "L" schools are presently financing their athletic program, the following methods were used in securing data:

1. Questionnaire--this was sent to all of the Class "L" schools in the state. A copy of the questionnaire appears in the appendix. Also in the appendix is a list of the schools which were sent the questionnaire and those who returned it.
2. Resource reading--to find out the opinions of leading men in the field of physical education on how the interscholastic athletic program should be financed.
3. Direct meeting with authorities--in order to gain more insight into the problem presented by financing the interscholastic athletic program, personal interviews were obtained from Mr. Lawrence Bates, Jr., Consultant in Health Education and Intramurals for the Kansas City, Missouri, Public Schools and Mr. Jess C. Cross, Director of Athletics, Southeast High School, Kansas City, Missouri.
4. Indirect meeting with authorities--this question is answered from the questionnaire which has been returned, in the form of tables showing what

percentage believe in each respective method and the various types which are employed throughout the state.

5. Personal experience--Grandview has always used the method of drawing from the general fund as a source of financing the interscholastic athletic program. The method has proved satisfactory in two respects; (1) it has proved to the general public, administrators, and the Board of Education that the program is educationally constructive. (2) it has reduced concern about the rise and fall of gate receipts from year to year.

TECHNIQUE OF ANALYZING DATA. The method used to compile the data in this thesis was an analysis of all of the questions which appear on the questionnaire. This was done through the use of tables and conclusions drawn from the collected data.

II. DEFINITION OF TERMS USED

There will be some terms used throughout this paper with which the average reader may not be familiar. These are as follows:

Interscholastic athletics--Competition in the sports program between representatives of two or more schools.
Class "L" High School--The Missouri State High School Athletic Association considers a high school with more

than 342 students a Class "L" school.

Public School--A school which is supported by public tax funds.

Budget--The financial statement prepared by the physical education department of a school to be submitted to the Board of Education.

Activity ticket--A ticket sold to the students for admittance to all athletic events in which the school participates--or solely for admittance to home athletic contests.

III. VALUES AND LIMITATIONS OF THIS STUDY

1. This study may show how proper financing may help toward the attainment of education goals.
2. The study will show how the majority of the Class "L" schools are financing their interscholastic athletic program and to what degree they have been successful in carrying out their respective policies.
3. A total picture of all of the Class "L" schools is not available because some of them did not return their questionnaire.
4. This survey includes only the Class "L" Public Schools within the state.
5. The data may be used by other schools to help point

a way toward improvement of techniques in financing their interscholastic athletic program.

CHAPTER II

A HISTORY AND PHILOSOPHY

THE HISTORY OF INTERSCHOLASTIC ATHLETICS

Interscholastic athletics became a part of the total school program because of the emphasis put upon them by the entire student body.

The development of a competitive sports program in public schools received considerable impetus from the program of intercollegiate athletics. At the turn of the century many of the larger cities throughout the United States had organized public school athletic leagues. School principals, teachers, and Boards of Education were beginning to realize that it was desirable to cooperate with the students in their desire to foster programs of competitive sports. In 1903, the Director of Physical Training in the New York City Public Schools met with the Superintendent of Schools, members of the Board of Education, and a group of interested citizens to discuss the question of schoolboy athletics. The meeting resulted in the formulation of the Public School Athletic League, which was influential in the establishment of similar Leagues in other cities of the country. The program was supported by membership fees and contributions from citizens.¹

¹Scott, op. cit., p. 43.

In the early rise of competitive athletics, school authorities were reluctant to accept them as a part of the total educational program. Since sports emerged from community life rather than from educational philosophy, the public was aroused to the extent that few institutions could long withstand the onslaught of public opinion.

The work of educational administrators traditionally had been with the academic aspects of our high schools. Since competitive sports programs were originated by the students and forced into high schools they were considered as extra-curricular activities. Therefore, very little financial aid was given to the early interscholastic athletic program.

Throughout the country competitive conferences were formed. Rules were needed to govern them. With the introduction of scholastic eligibility and certification of coaches, the program became acceptable to school administrators.

With the initiation of the interscholastic athletic program as an educational part of the school, by the means stated before, it became acceptable to school officials as well as sanctioned by the general public.

ESTABLISHING AN ATHLETIC POLICY

Proper financing can establish the true place of interscholastic athletics in the educational program.

When teams become independent of gate receipts, and the public pressure which is associated with the winning, the following goals of competitive sports may be achieved:

1. The building of character
2. Promotion of sportsmanship
3. Instilling of fair play and honesty
4. Developing a strong and healthy body
5. Providing participation for all youth

THE BUDGET IN THE ATHLETIC PROGRAM

The budget is a statement of estimated receipts and expenditures. It must estimate or anticipate the needs of the department prior to the time of expenditures and insure the necessary economics.²

The budget is an asset to the athletic department and to the coach of each sport. It enables him to know ahead of his season what he may purchase. When the money is drawn from the general fund, he will have a stable amount each year.

The athletic budget is an aid to the administration. Through the budget the administration is able to justify expenditures to the taxpayer if they are called upon to do so.

²Williams and Brownell, op. cit., p. 61.

They also know how much is being spent each year. Accumulative records over a period of years will show the items that have been purchased.

By using the budget the coach benefits by knowing what he is able to purchase. The administration benefits by knowing what is purchased and the amount spent for each article.

THE STUDENT ACTIVITY TICKET

The student activity ticket usually admits the student to all home contests and at a reduced rate to games away from home. The ticket in many instances includes admission not only to athletic contests but also to other student body activities. This policy is probably a carryover from the days when all students were expected to hold membership in the student athletic associations. In some cases purchase of activity books is optional on the part of the student. In other cases it is regarded as a compulsory fee.

Whether or not the administration should require a student to purchase an activity ticket is debatable. It can be justified democratically if the students were represented in the action which resulted from the mandatory act by the administration.³

³Scott, op. cit., p. 318.

Activity tickets may be beneficial in that they can serve as a guarantee for the financial support of the athletic program.

CHAPTER III

ANALYSIS OF FINDINGS

A questionnaire was sent to all Class "L" Public Schools in Missouri. This questionnaire was sent to determine how schools of comparable size were financing their program of interscholastic athletics. Included with the questionnaire was a stamped, self-addressed envelope to be returned to the author. A copy of the questionnaire appears in Appendix I.

One hundred-five questionnaires were sent and seventy-seven returned. This shows that 74 per cent of the schools returned the questionnaire. One can surmise that they received the questionnaire, but either did not have the time or the interest to send it back.

The findings of the questionnaire are presented by the use of tables.

The data with regard to the number of interscholastic sports in which each school participates is present in Table I. The greatest number of interschool sports in which each school participated was five. The least was two and eight.

TABLE I
SCHOOL PARTICIPATION IN THE
NUMBER OF INTERSCHOOL SPORTS

Interschool Sports	Number of schools	Interschool Sports	Number of schools
One	One	Six	Eleven
Two	Zero	Seven	Five
Three	Thirteen	Eight	Zero
Four	Eighteen	Nine	Three
Five	Twenty-five	Ten	One

Note: This table should be read as follows:
Eighteen schools participate in four interschool sports.

The data with regard to what sports each school participated in is presented in Table II. More schools played basketball on an interscholastic level than any other sport. The least mentioned was soccer.

TABLE II

SPORTS IN WHICH EACH SCHOOL ENGAGED
ON AN INTERSCHOLASTIC BASIS

Interscholastic Sport	Number of schools
Football	Seventy-one
Basketball	Seventy-seven
Track	Seventy-six
Golf	Forty
Tennis	Forty
Baseball	Forty-five
Wrestling	Seven
Swimming	Five
Cross-country	Five
Gymnastics	Two
Soccer	One

The data with regard to methods which were used to finance the athletic program is presented in Tables III, IV, V, VI. Every school used at least one source of income. Nineteen schools used two methods. Twenty-seven used a combination of three. Nine schools used a combination of four methods to finance the athletic program.

TABLE III

METHODS USED TO FINANCE THE ATHLETIC PROGRAM	
SCHOOLS WHO USED ONLY ONE SOURCE OF INCOME	
Gate receipts	Fourteen
General fund	Six
Student activity ticket	One

TABLE IV

METHODS USED TO FINANCE THE ATHLETIC PROGRAM

SCHOOLS WHO USED TWO SOURCES OF INCOME

Source of Income	Number of Schools
Gate receipts and General fund	Four
Gate receipts and Student activity ticket	Ten
Gate receipts and Adult season ticket	Four
Gate receipts and Student season ticket	One

TABLE V

METHODS USED TO FINANCE THE ATHLETIC PROGRAM
SCHOOLS WHO USED THREE SOURCES OF INCOME

Source of income	Number of Schools
Gate receipts General fund Student activity ticket	Five
Gate receipts General fund Adult season ticket	One
Gate receipts Student activity ticket Adult season ticket	Sixteen
Gate receipts Student season ticket Adult season ticket	Five

TABLE VI

METHODS USED TO FINANCE THE ATHLETIC PROGRAM

SCHOOLS WHO USED FOUR SOURCES OF INCOME

Source of income

Number of Schools

Gate receipts
 General fund
 Student activity ticket
 Adult season ticket

Six

Gate receipts
 General fund
 Adult season ticket
 Student season ticket

Three

TABLE VII

THE USE OF FUNDS WITHIN THE ATHLETIC DEPARTMENT
SERVICES RENDERED TO THE ATHLETE

Services rendered	Number of schools
Athletic equipment	Seventy-seven
Laundry	Fifty-seven
Meals	Fifty
Transportation	Sixty-five
Maintainance of facilities	Twenty-three
Insurance	Twenty-eight
Doctor bills	Two
Medical supplies	One

Note: This table should be read as follows: Seventy-seven schools furnished the athlete some type of athletic equipment.

The data with regard to equipment furnished in each individual sport appears in Table VIII, IX, X, XI, XIII, and XIII. This equipment is usually paid for out of the athletic budget. Old equipment must be replaced and repaired. Athletic equipment is probably the greatest cash outlay each year within the athletic department.

Each table will show a different sport. The equipment item is furnished to the athlete is listed on the left. The number of schools which furnished the item is on the right.

TABLE VIII

EQUIPMENT FURNISHED TO THE ATHLETE BY THE SCHOOL

Football equipment furnished	Schools
Helmet	71
Shoulder pads	71
Hip pads	71
Rib pads	65
Thigh guards	63
Practice shoes	51
Practice jersey	69
Practice pants	69
Game pants	69
Socks	18
T shirts	14
Supporters	1
Game shoes	50

Note: Seventy-one schools participated in football. This table should be read as follows: Seventy-one schools furnished members of the football team a helmet.

TABLE IX

BASKETBALL EQUIPMENT FURNISHED TO THE ATHLETE

Equipment furnished	School
Practice pants	43
Practice shirt	56
Sweat socks	22
Practice shoes	30
Game shoes	39
Knee guards	39
Game uniform	77

Note: Seventy-seven schools participated in basketball.

TABLE X

TRACK EQUIPMENT FURNISHED TO THE ATHLETES

Equipment furnished	Schools
Shoes	51
Sweat shirt	70
Sweat pants	70
Practice pants	37
Socks	8
Practice shirt	38
Meet uniform*	8

*Meet uniform was inadvertently left off the questionnaire. Eight schools wrote it in. Note: Seventy-six schools participate in track.

TABLE XI

BASEBALL EQUIPMENT FURNISHED TO THE ATHLETE

Equipment furnished	Schools
Practice pants	17
Baseball shoes	6
Socks	11
Practice shirt	19
Cap and game uniform	41

Note: Forty-five schools participate in baseball.

TABLE XII

GOLF EQUIPMENT FURNISHED TO THE ATHLETE

Equipment furnished	Schools
Green fees	21
Golf balls	7

Note: Forty schools participate in golf.

TABLE XIII

TENNIS EQUIPMENT FURNISHED THE ATHLETE

Equipment furnished	Schools
Tennis balls	28
Shorts	4
Shirt	6
Tennis shoes	1
Court fees	2

Note: Forty schools participate in tennis.

Seventy-six schools answered the question pertaining to extra pay for coaching. One questionnaire was left unanswered on this question.

The amount of pay was varied, with \$1400 the top for a head coach. The Kansas City Public Schools do not pay extra for coaching at this time. In 1951, the Kansas City Public Schools plan to pay \$500 for the head coach and \$250 for each assistant. At present football coaches in Kansas City practice two weeks before school opens. They receive regular pay for the two weeks.

St. Louis Public Schools receive \$3.70 per hour extra for a head coach. Assistant coaches receive \$3.00 per hour. One hundred-fifty hours is the maximum they may claim for additional pay.

Fifty-nine schools answered that they receive extra pay for coaching. Seventeen schools answered that they receive no extra pay for coaching.

TABLE XIV

ATHLETIC INSURANCE

Amount of insurance	Schools
School pays all	21
School pays two-thirds	12
School pays one-half	7
Boy pays all	35

In answer to the questionnaire concerning bonding of personnel responsible for money, the statistics appear in Table XV.

Three schools did not answer the question. Eighteen schools answered that they required a bond, but did not know the amount. The probable reason is that those who filled out the questionnaire were not the people who handled the money. This is the case in many schools where only the principal and those actually handling the money know how much is being taken in through gate receipts.

TABLE XV

BONDING

Amount of bond or method of bonding	Number of schools using the method
\$500.00	2
No amount, but do require a bond	18
Do not require a bond	60
Do not know	1

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

There are new sanctions for athletics with the shift in the educational philosophy from the formal discipline and faculty psychology to pupil needs and interests. The idea of learning to do by doing, surrounding the person with life experiences, the newer interpretations of transfer of learning, and a revised concept of the function of education, gives to athletics an important role in the education of the students of today. Many of the desired outcomes of modern athletics parallel those of general education. In fact, many programs of athletics possess inherent qualities which contribute to complete education. It is thought that personal happiness and service are worthy ideals of education. Participation in athletics offers an opportunity for the realization of these outcomes.¹

It is fortunate that man is cooperative under certain conditions, as well as competitive under others; and therefore, the prime educational function of group competitive activity is the promotion of cooperative types of responses

¹Williams and Brownell, op. cit., p. 193.

and the proper modification of competitive responses, so that both may contribute ultimately to individual and group welfare.²

People tend to overlook these facts. It is very common to think of football, basketball, and other varsity sports largely in terms of their contributions to physical and mental development.³ The distinctive significance lies in the social elements of these activities.

The interscholastic athletic program is now accepted as an integral part of the educational system. There should not be greater pressure on the coach than there is on the music teacher or science teacher. The social elements should be taught in the interscholastic athletic program as well as in other academic portions of the curriculum.

Therefore, if these social elements are to be taught along with the other academic portions of the curriculum, the financing of the athletic program must be in the same manner as the total educational system.

CONCLUSIONS

There should now be answers for the questions which

²Eugene W. Nixon and Frederick W. Cozens, An Introduction to Physical Education (Philadelphia: W. B. Saunders Co., 1952), p. 149.

³Ibid., p. 144.

were set forth earlier in the thesis under the topic "Purpose of the Study." Answers to the questions have been derived from a culmination of the sources used in writing the thesis.

1. Is the present method of financing interscholastic athletics in Missouri educationally sound?

Only one method of financing interscholastic athletics can be considered as educationally sound. This method being through the general fund. Any other method to be used would put too much emphasis on gate receipts. If interscholastic athletics is to be judged educational, then they must be financed in the same manner as other parts of the educational curricula are financed.

2. Are there social values derived from the present methods of financing the athletic program?

Social values may only be gained when pressure is relieved from the attitude that one must win. In order to bolster gate receipts a winning team must come forth. Social values are gained through participation, sportsmanship, and learning to be a good loser. Social values can best be gained when the pressure of winning, because of gate receipts or advanced ticket sales, is banished.

3. Are the coaches justified in receiving extra pay for coaching?

All Class "L" schools in Missouri except those in Kansas City, pay extra for coaching. In Kansas City the teaching load is lightened. Coaches are entitled to some remuneration for extra time in coaching. If the interscholastic athletic program is educationally sound, the coach should be paid the regular classroom pay scale for extra time spent in coaching.

4. Is it necessary for the school to furnish the athlete with equipment?

Most of the schools answered in the affirmative in furnishing some part of the equipment in each sport. Because of the expense involved especially in football it would seem necessary for the school to furnish a majority of the equipment. If it is a part of the total educational system, interscholastic athletics should follow the trend established in other classes. If the school rents textbooks, the boy should rent the remainder of his equipment. If the school furnished classroom material, the school should also furnish the athlete with all of his equipment.

RECOMMENDATIONS

A standard method of financing interscholastic athletics should be established by the Missouri State High School Activities Association. This would eliminate the

deviations within the state. This should also tend to equalize equipment furnished to the athlete and establish fair practices with regard to coaching salaries.

Through the data compiled in writing this thesis, the most satisfactory method would be a combination of submitting a budget annually and operating from the general fund or general school account. This would help to justify interscholastic athletics as a part of the total educational program.

This study will be made available to all schools upon their request.

The author recommends that a study be made of the smaller schools within the state to determine how they are presently financing their athletic program.

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APPENDIX

APPENDIX

Page

The above
Public
complaints will
will be made
- one form
- one form
- one form

Form

Form

APPENDIX

Form

APPENDIX A

QUESTIONNAIRE

Dear Sir:

The following questionnaire is being sent to all Class "L" Public High Schools in the State of Missouri.

The purpose of this questionnaire is to find out how the Class "L" Public High Schools are presently financing their interscholastic athletic program. The findings of this survey will be used in a Masters Thesis being written by Albert Cross, former basketball coach at Grandview High School, Grandview Mo., and now employed by Shawnee-Mission High School, Mission, Kansas.

I would appreciate your cooperation in filling out the questionnaire as completely as possible.

- I. Please place a check mark in front of each sport in which your school competes against other schools on a competitive basis.

<input type="checkbox"/> Football	<input type="checkbox"/> Golf	<input type="checkbox"/> Other
<input type="checkbox"/> Baseball	<input type="checkbox"/> Tennis	
<input type="checkbox"/> Track	<input type="checkbox"/> Baseball	

- II. Please place a check mark in front of the method which indicates your method of financing your athletic program. If you do not use any of the below, would you please state the method you use under "comments." If you use more than one method, place a check in front of each.

<input type="checkbox"/> Gate receipts	Comments:
<input type="checkbox"/> General fund	
<input type="checkbox"/> Student activity tickets	
<input type="checkbox"/> Adult season tickets	

- III. For what other purposes are funds used in your athletic department? Please place a check mark in front of each in which you use funds to support your athletic teams.

<input type="checkbox"/> Equipment	<input type="checkbox"/> Maintenance of facilities
<input type="checkbox"/> Laundry	<input type="checkbox"/> Insurance
<input type="checkbox"/> Meals	<input type="checkbox"/> Other (please list)
<input type="checkbox"/> Transportation	

IV. Please check the equipment your athletic department furnishes the boy for each sport listed below.

<u>Football</u>	<u>Basketball</u>	<u>Track</u>
Helmet	Practice shirt	Shoes
Shoulder pads	Practice pants	Sweat pants
Hip pads	Sweat socks	Sweat shirt
Rib pads	Practice shoes	Practice pants
Thigh guards	Game shoes	Socks
Practice shoes	Knee guards	Practice shirt
Game shoes	Game uniform	Other
Practice jersey	Other	
Practice pants		
Game pants		
Socks		
T shirt		
Other		

<u>Baseball</u>	<u>Golf</u>	<u>Tennis</u>
Practice pants	Green fees	Shorts
Shoes		Shirt
Socks		Racquet
Practice shirt		Balls
Cap & game uniform		Shoes
Other		Other

V. Do your coaches receive extra pay for coaching?
If the answer is yes, please state how much is received for being head coach of each sport and how much for assisting in each sport.

Yes

No

Head Coach

Assistant coach

VI. Place a check mark in front of the list below which pertains to your school in the payment of athletic insurance. If you use one method for one sport and another for another sport, please indicate such under comments. If you do not use any of the methods listed, please state your present method under comments.

_____ School pays all insurance

_____ School pays 2/3

_____ School pays 1/2

_____ Boy pays for all insurance

Comments:

VII. Are the people who are responsible for handling money at athletic contests bonded?

_____ Yes _____ No If so, for what amount _____.

VIII. What method of athletic accounting do you use?

IX. What method do you feel is best for financing your interscholastic athletic program?

_____ General fund

_____ Gate receipts

_____ Other

X. Name _____

Position _____

School _____

I would like to thank you for your cooperation and urge that you return this questionnaire to me in the self-addressed envelope enclosed.

Albert A. Cross
802 Duck Road
Grandview, Missouri

APPENDIX B

SCHOOLS SENT QUESTIONNAIRE

One hundred-five questionnaires were sent, and seventy-seven were returned. Seventy-four per cent of the Class "L" schools participated in the survey. While this does not include all of the schools, it is a representation.

A list of the schools which were sent the questionnaire is presented below. Those schools that returned the questionnaire have an asterick by the name of the school.

Name and location of the school.

<u>School</u>	<u>Location</u>
1. Ava*	Ava, Missouri
2. Affton	Affton, Missouri
3. Berkeley	Berkeley, Missouri
4. Blue Springs*	Blue Springs
5. Boonville	Boonville
6. Brentwood	Brentwood
7. Buffalo	Buffalo
8. Cape Girardeau*	Cape Girardeau
9. Carrollton	Carrollton
10. Carthage*	Carthage
11. Chillicothe	Chillicothe
12. Caruthersville*	Caruthersville
13. Clayton*	Clayton

14. Clinton*	Clinton
15. Hickman*	Columbia
16. Crystal City	Crystal City
17. Desoto*	Desoto
18. Dexter	Dexter
19. Doniphan*	Doniphan
20. Fulton*	Fulton
21. El Dorado Springs	El Dorado Springs
22. Eureka*	Eureka
23. Excelsior Springs	Excelsior Springs
24. Farmington*	Farmington
25. Festus	Festus
26. Fredericktown*	Fredericktown
27. Grandview*	Grandview
28. Hannibal*	Hannibal
29. Herculaneum	Herculaneum
30. Ruskin*	Hickman Mills
31. Houston*	Houston
32. William Crisman*	Independence
33. Jackson*	Jackson
34. Jeff City*	Jefferson City
35. Fairview*	Jennings
36. Jennings*	Jennings
37. Joplin*	Joplin

38. Westport*	Kansas City
39. Van Horn	Kansas City
40. Southwest*	Kansas City
41. Southeast* City*	Kansas City
42. Paseo*	Kansas City
43. Northeast*	Kansas City
44. Center* Kansas*	Kansas City
45. Central*	Kansas City
46. East* Kansas	Kansas City
47. Lincoln*	Kansas City
48. Manual* Kansas*	Kansas City
49. Kennett*	Kennett
50. Kirksville*	Kirksville
51. Ladue* Kansas*	Ladue
52. Kirkwood*	Kirkwood
53. Lebanon*	Lebanon
54. Lee's Summit*	Lee's Summit
55. Hancock*	Lemay
56. Mehlville*	Lemay
57. Lexington	Lexington
58. Liberty*	Liberty
59. Richmond Heights*	Maplewood
60. Marshall*	Marshall
61. Mexico*	Mexico
62. Moberly	Moberly

63. Monett*	Monett
64. Mountain Grove	Mountain Grove
65. Nevada	Nevada
66. North Kansas City*	North Kansas City
67. Neosho	Neosho
68. Parkville	Parkville
69. Popular Bluff*	Popular Bluff
70. Raytown*	Raytown
71. Pattonville	Pattonville
72. Rolla	Rolla
73. Perryville*	Perryville
74. Salem	Salem
75. Potosi*	Potosi
76. Smith Cotten*	Sedalia
77. Ritenour*	St. Louis
78. Parkview*	Springfield
79. Central*	Springfield
80. Lafayette*	St. Joseph
81. Benton*	St. Joseph
82. Central*	St. Joseph
83. Ferguson*	St. Louis
84. Linberg*	St. Louis
85. Hazelwood*	St. Louis
86. Hadely Tech*	St. Louis

87. Soldan*	St. Louis
88. Vashon*	St. Louis
89. Southwest*	St. Louis
90. Roosevelt*	St. Louis
91. Normandy*	St. Louis
92. O'Fallon Tech	St. Louis
93. Riverview Gardens*	St. Louis
94. Sumner*	St. Louis
95. University City	University City
96. Beaumont*	St. Louis
97. St. Charles*	St. Charles
98. Sikeston	Sikeston
99. Sullivan	Sullivan
100. West Plains*	West Plains
101. Webb City*	Webb City
102. Webster Groves	Webster Groves
103. Washington*	Washington
104. Wesphalia	Wesphalia

