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John H. Duckstad

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THE ORGANIZATION AND BUSINESS MANAGEMENT OF HIGH SCHOOL
ATHLETICS IN MINNESOTA

A Thesis ¹⁹⁵/₁₃

Submitted to the Graduate Faculty
of the
University of North Dakota

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by

John H. Duckstad

In Partial Fulfillment of the Requirements

for the

Degree of

Master of Science in Education

July, 1935

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This thesis, offered by John H. Duckstad in partial fulfillment of the requirements for the Degree of Master of Science in Education in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

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CHAPTER 1

INTRODUCTION

There are a number of ways by which one may acquire experience. Of these the longest and most expensive is by trial and error. The shortest and most effective way to learn is from the practices of others, with modifications for one's own personal needs. During the past twelve years the writer has come into contact with innumerable practices in regard to administration of athletics in the schools. The one aspect of school administration which has lacked uniformity is the field of athletics. There seem to have been no consistent practices in such matters as the scheduling of games, the management of finances, the distribution of awards, or the auditing of accounts.

Purpose of This Study

The purpose of this investigation is to determine the divergence of practices in the administration of athletics in the high schools of Minnesota, and if possible to ascertain to what extent they may be standardized. This investigation has particular reference to the schools of Classes A, B, and C in Minnesota.

Method Employed in the Study

A questionnaire was sent out to representative schools of the various classes in all sections of the state. The smaller schools constituting Class A vary approximately in size from fifty to 125 in enrollment. Those in Class B are schools of intermediate size from 125 to 200 in enrollment. The Class C schools are all others with an enrollment beyond 200. The extent of athletic activities usually varies in schools according to size. With this as a basis there is a possibility that some uniformity may be established for each class, as

well as common practices for all classes. The total number of questionnaires sent out to all three classes of schools in Minnesota was 306. Of these 110 went to the class A school, 101 to the B, and ninety-five to the C. The responses were as follows: eighty from the Class A schools, sixty-seven from the B, and fifty-nine from the C. In relation to the number of questionnaires sent out the percentages of returns were high. They were as follows: seventy-two per cent for Class A, sixty-six per cent for Class B, and sixty-two per cent for the Class C schools. In relation to the total number of schools in the state, the returns constituted thirty-one per cent of Class A schools; fifty-two per cent of the Class B; and fifty-five per cent of the Class C Schools.

Limiting Factors

There are limiting factors in the writing of any thesis and in the extent to which its findings may be used. At best the responses from a questionnaire are only partially reliable. The questionnaire used may not call for specific enough information. Questionnaires were sent to sixty-seven per cent of the classified schools. Care was taken to distribute the blanks both geographically and alphabetically in the three classes in a representative manner. In some responses a few of the questions were unanswered. That influenced the reliability.

Rather uniform results were secured in all three classes, geographically, alphabetically, and when the returns were distributed according to the population of the schools. The Class A schools are smaller and the activities are more restricted in number than in the

other two classes. Because of this restriction and number of activities it is assumed that the returns might be representative of that class. Fifty-two per cent of the Class B schools in the state made returns. That was a good return in relation to the total number. The responses from Class C schools were from fifty-five per cent of all the schools in that class. That was also a good return. The largest number of responses from Class A schools came from systems of from seventy-five to 100 students. In this group thirty schools responded: eighteen responded from schools under 50 in enrollment, twenty-two from schools with from fifty to seventy-five pupils, and ten from the enrollment group above 100. This makes a total of eighty responses from Class A schools.

The largest number of responses from Class B schools came from systems with 100 to 200 students enrolled. In this group forty-five schools replied: four in the group with less than 100 enrollment, twelve from the group from 200 to 300 enrollment, and six from the group with above 300 enrolled. A total of sixty-seven responses were received from the Class B schools.

The largest number of responses from Class C schools came from systems above 500 in enrollment. In this group twenty-six schools responded: fifteen in the group of from 200 to 300 in enrollment, twelve from the 300 to 400 group, and six from the 400 to 500 group. This makes a total of fifty-nine from all enrollment groups in Class C schools. The Twin Cities were not included in this investigation.

As questionnaires were not sent out to all the schools of the state, it was necessary to justify the sampling as it was made. First, all the villages which were sent questionnaires were grouped alphabetically in each class, and the number of schools beginning with the various letters of the alphabet were then recorded. The returns were classified, and checked against the number sent out. There was an even distribution of returns alphabetically (Table 1).

Table 1

Number of Responses Received from the Questionnaire to Schools of Classes A, B, and C in Minnesota

School in Village Whose Name Begins with Follow- ing Letter	Number of Questionnaires Returned by Schools of the Following Classes					
	A		B		C	
	Sent	Total Returned	Sent	Total Returned	Sent	Total Returned
A	8	6	4	3	6	4
B	13	10	10	7	6	5
C	8	6	8	6	9	6
D	4	3	2	1	3	1
E	8	6	2	1	4	2
F	3	2	6	4	4	2
G	8	6	1		4	3
H	9	7	6	5	4	1
I	2	1			1	1
J	2	2	2	1	1	1
K	5	3	1		1	
L	8	7	7	6	5	2
M	2	1	12	9	9	7
N	2	1	3	2	5	3
O	1		4	2	2	1
P	3	2	5	3	5	3
R	8	6	4	2	3	1
S	8	6	10	7	10	7
T	1		4	2	3	1
U	1	1	1			
V	1				1	
W	5	4	8	6	9	8
Z			1			
Total	110	80	101	67	95	59

The total number of questionnaires sent out to all three classes of schools, A, B, and C, was 306. The total number of questionnaires returned from the schools was 206.

Another means used to justify the sampling, was to arrange the towns of each division alphabetically, and then record the returns in the same way, and at the same time indicating the geographic locations of the towns (Tables 2, 3, and 4).

Table 2

Number of Responses Received from the Questionnaire to Schools of
Class A in Minnesota

School in Village Whose Name Begins with Follow- ing Letter	Number of Questionnaires Returned by Schools of Class A from the Geographical Divisions of the State					
	Sent	North- east	North- west	South- east	South- west	Total Returned
A	8	2	2	1	1	6
B	13	3	1	2	4	10
C	8	2	2	1	1	6
D	4		1		2	3
E	8	2	2	1	1	6
F	3	1		1		2
G	8	2	1	1	2	6
H	9	2	1	2	2	7
I	2			1		1
K	5	1	1	1		3
L	8	2	2	1	2	7
M	2				1	1
N	2	1				1
O	1					
P	3	1			1	2
R	8	2	1	2	1	6
S	8	1	1	3	1	6
T	1					
U	1		1			1
V	1					
W	5	1	1	1	1	4
Total	110	23	17	18	22	80

The total number of questionnaires sent out to schools in the Class A division was 110. The total number of questionnaires returned from the schools was eighty.

Table 3

Number of Responses Received from the Questionnaire to Schools of
Class B in Minnesota

School in Village Whose Name Begins with Follow- ing Letter	Number of Questionnaires Returned by Schools of Class B from the Geographical Divisions of the State					
	Sent	North- east	North- west	South- east	South- west	Total Returned
A	4	1		1	1	3
B	10	3	2	1	1	7
C	8	1	1	2	2	6
D	2			1		1
E	2		1			1
F	6	1	1	1	1	4
G	1					
H	6	1	2	1	1	5
I						
J	2			1		1
K	1					
L	7	1	1	2	2	6
M	12	2	2	3	2	9
N	3	1			1	1
O	4			1	1	2
P	5		1	1	1	3
R	4	1	1			2
S	10	1	1	2	3	7
T	4	1	1			2
U	1					
V						
W	8	1	3	1	1	6
Z	1					
Total	101	15	17	18	17	67

The total number of questionnaires sent out to schools in Class B was 101. The total number of questionnaires returned from the schools was sixty-seven.

Table 4

Number of Responses Received from the Questionnaire to Schools of
Class C in Minnesota

School in Village Whose Name Begins with Follow- ing Letter	Number of Questionnaires Returned by Schools of Class C from the Geographical Divisions of the State					
	Sent	North- east	North- west	South- east	South- west	Total Returned
A	6	1	1	1	1	4
B	6	1	1	1	2	5
C	9	2	1	2	1	6
D	3	1				1
E	4	1		1		2
F	4			1	1	2
G	4	2			1	3
H	4			1		1
I	1	1				1
J	1				1	1
K	1					
L	5			1	1	2
M	9	2	1	2	2	7
N	5	1		1	1	3
O	2				1	1
P	5		2	1		3
R	3			1		1
S	10		1	3	3	7
T	3		1			1
U						
V	1					
W	9		2	3	3	8
Z						
Total	95	12	10	19	18	59

The total number of questionnaires sent out to schools in Class C was ninety-five. The total number of questionnaires returned from the schools was fifty-nine.

To justify the sampling further, the responses for the three classes were grouped according to size in each class, with four divisions made of each class (Table 5).

Table 5

Size of Schools Which Responded to the Questionnaire Compared with the Total Schools of Similar Size in Minnesota

Size of School	Number of Responding Schools of the Designated Sizes in Classes A, B, and C in Minnesota					
	Class A		Class B		Class C	
	Number of Respondents	Number of Schools in State	Number of Respondents	Number of Schools in State	Number of Respondents	Number of Schools in State
Under 50	18	43				
50 to 75	22	81				
76 to 100	30	88	4	9		
101 to 200	10	13	57	112		
201 to 300			4	6	15	26
301 to 400			2	3	10	18
401 to 500					6	11
Over 500					28	47
Total	80	225	67	130	59	102

This table shows that the responses from the questionnaire represent a fair sampling of the schools of Classes A, B, and C in Minnesota

CHAPTER 2

THE CURRENT STATUS OF ATHLETICS IN SCHOOLS OF CLASSES

A, B, AND C IN MINNESOTA

To keep abreast with progress, all the departments in schools should be ready to adopt changes when there is need. It is accepted by everyone that many new interscholastic and intramural athletic activities have been added to the programs of the Minnesota schools. At the present time, what are all the different activities used by the Classes A, B, and C of Minnesota? How do the activities of these three classes compare with one another? Within the individual classes, which intramural and interscholastic sports seem to be the most popular? What proportion of the total enrollment of Classes A, B, and C engage in intramural sports? What proportion of the enrollment engage in interscholastic sports? What proportion of the total student enrollment of all three classes of schools engage in each sport? What are the most accepted sports for each class of school and for all classes of schools?

It is the purpose of the following tables to show these various phases of the current status of athletics in Minnesota (Tables 6, 7, 8, 9, 10, and 11).

Table 6

Proportion of Interscholastic and Intramural Sports in Which Minnesota High Schools of Classes A, B, and C Compete in Each Sport

Name of Sport	Percentage of Each Class of School Engaged in Each Interscholastic and Intramural Sport					
	Class A		Class B		Class C	
	Inter-scho- lastic	Intra- mural	Inter- scho- lastic	Intra- mural	Inter- scho- lastic	Intra- mural
Basketball	87%	76%	93%	83%	98%	98%
Baseball	38	17	47	29	13	15
Football	16	3	60	19	90	19
Softball	13	49	2	43	17	43
Touchball	5	16		16		11
Diamondball	3					
Volleyball		49		21		26
Track	49	21	47	33	71	38
Soccer	2	16		10		9
Swimming					17	9
Hockey					10	15
Tennis		7	3	10	15	30
Ping Pong		4				
Archery		3				
Chess and Checkers		3				
Tumbling		3				
Golf			2		17	
Girls Basketball	2	5	2	17		
Girls Volleyball		3				
Girls Softball		1		9		
Miscellaneous				7*		30*

7* includes calisthenics, ping pong, and horseshoe.

30* includes girls' basketball, softball, track, and tennis; speed skating, gymn team, bicycling, golf, boxing, field day, polo, and wrestling.

Table 6 indicates the exact percentage of intramural and interscholastic activities in which all the schools in Minnesota participated, according to the responses made. It is evident that basket ball is the most frequently accepted sport for each class, as well as for all the classes, A, B, and C. Football is played very little in the Class A

schools, but becomes more important in Classes B and C. Football is not important as an intramural. Track has the same relative importance, in all the classes of schools.

The median number of interscholastic and intramural sports in the programs of Minnesota high schools, in classes A, B, and C, gives a school something upon which to adjust its athletic program. (Table 7).

Table 7

Median Number of Interscholastic and Intramural Sports in the Programs of High Schools of Classes A, B, and C in Minnesota

Class of School	Number of Sports	
	Interscholastic	Intramural
A	2	3
B	3	3
C	4	4

If a school has more sports than the median for its class, and is incapable of financing them all, this table would justify a coach to drop an activity. The same may be true for a school which has just a few activities. This table may be used as a basis for recommending new ones. (Table 7).

Table 8

Proportion of Total Enrollment of Pupils Engaged in Intramural Sports in High Schools of Classes A, B, and C in Minnesota

Class of School	Total Enrollment	Total Participating	Percentage
A	6102	6195	100
B	8995	5699	63
C	24,458	11,098	47

In Class A a percentage is shown which suggests that everyone must be employed in some intramural activity during the year. The fact that one student plays in more than one sport increases the percentage. Even though this is not totally accurate it reveals the popularity of intramural sports. The percentage of participation for the larger schools of the B and C classes decreases in proportion to the size of the school, as repetition in more than one activity is practiced less in these schools.

Table 9

Proportion of Total Enrollment of Pupils Engaged in Interscholastic Sports in High Schools of Classes A, B, and C in Minnesota

Class of School	Total Enrollment	Total Participating	Percentage
A	5500	2451	45
B	9307	3105	33
C	26,496	5480	20

This table shows that there are less students engaged in interscholastic activities than in intramurals. It is also noticed that the larger schools have better trained coaches, and more physical training than the small schools, yet the smaller schools have proportionately more athletic participation per pupil.

Table 10

Proportion of Total Enrollment in Which Students Participate in Each
Intramural Sport in Schools of Classes A, B, and C in Minnesota

Class of School	Total Enrollment	Total	Per Cent	Total	Per Cent
		Basketball		Baseball	
A	6102	1956	32	265	4.3
B	8995	1920	21	354	3.9
C	24,458	3763	11	255	1.
		Football		Softball	
A	6102	38	.6	1135	18.
B	8995	292	3.2	1222	13.
C	24,458	775	2.2	1400	5.7
		Golf		Touchball	
A	6102			336	5.5
B	8995			294	3.2
C	24,458			283	1.1
		Diamondball		Volleyball	
A	6102			1251	20.
B	8995			424	4.7
C	24,458			555	4.2
		Track		Soccer	
A	6102	269	2.4	376	6.6
B	8995	426	4.7	91	1.
C	24,458	1060	.4	296	1.1
		Swimming		Hockey	
A	6102				
B	8995				
C	24,458	390	1.6	620	2.5
		Tennis		Ping Pong	
A	6102	51	.8	80	1.3
B	8995	102	1.1		
C	24,458	379	1.5		
		Archery		Chess and Checkers	
A	6102	32	.5	33	.5
B	8995				
C	24,458				
		Tumbling		Girls Basketball	
A	6102	76	1.2	152	2.4
B	8995			328	3.6
C	24,458				
		Girls Volleyball		Girls Softball	
A	6102	88	1.4	28	.4
B	8995			146	1.6
C					

Table 10 (Continued)

Class of School	Total Enrollment	Total	Per Cent	Total	Per Cent
		Miscellaneous ¹			
B	8995	117	1.3		
C	24,458	1317	5.3		

¹Miscellaneous sports for Class B include calisthenics, play day, horseshoe, and ping pong. Miscellaneous sports for Class C include girls basketball, softball, track, tennis, speed skating, gym team, bicycling, boxing, archery, golf, polo, horseshoe, and wrestling.

Table 10 is of value in that it shows the average percentage of enrollment for all the schools. There may be a wide divergence in the individual schools, but it is important, as it may be used as a guide for coaches, who are anxious to adopt new sports with the purpose of increasing student participation.

Table 11

Proportion of Total Enrollment in Which Students Participate in Each Interscholastic Sport in Schools of Classes A, B, and C in Minnesota

Class of School	Total Enrollment	Total	Per Cent	Total	Per Cent
		Basketball		Baseball	
A	5500	974	17.	492	8.9
B	9307	1155	12.	516	5.5
C	26,496	1176	6.3	194	.7
		Football		Softball	
A	5500	242	4.4	240	4.4
B	9307	954	10.2	30	.3
C	26,496	2010	7.	176	6.6
		Golf		Touchball	
A	5500			111	2.
B	9307	18	.2		
C	26,496	55	.2		

Table 11 (Continued)

Class of School	Total Enrollment	Total	Per Cent	Total	Per Cent
		Diamondball		Volleyball	
A	5500	40	.7		
B	9307				
C	26,496				
		Track		Soccer	
A	5500	345	6.3	13	.2
B	9307	394	4.2		
C	26,496	991	3.7		
		Swimming		Hockey	
A	5500				
B	9307				
C	26,496	217	.8	92	.3
		Tennis		Ping Pong	
A	5500				
B	9307	4	.4		
C	26,496	52	.2		
		Archery		Chess and Checkers	
A	5500				
B	9307				
C	26,496				
		Tumbling		Girls Basketball	
A	5500			20	.3
B	9307			20	.2
C	26,496				
		Girls Volleyball		Girls Softball	
A	5500				
B	9307				
C	26,496				

Often there are interscholastic sports that do not pay for themselves. One value of Table 11 is to show the general pupil participation of sports in all classes of schools in the state. From this it is fair reason to know which sports to add or to eliminate from a school's program.

Summary

It is evident that basketball is the uniformly accepted sport in each class of schools, and it also holds the highest percentage of

all sports within each individual class. Football is played very little in Class A schools but becomes increasingly important in the Class B and C schools. As an intramural sport it is unimportant in all classes. Track holds the same relative importance in all classes in general, as well as within the separate classes. Softball is prevalent in Class A schools as both a competitive and intramural sport; whereas in Classes B and C it is common only as an intramural sport.

The median number of interscholastic sports varies but one between the schools of each class. The variance is from two in the Class A schools to four in the Class C schools. In intramural sports the medians are the same for the B and C classes, the numbers being three and four respectively.

The proportion of the total enrollment of all schools in both intramural and interscholastic activities decreases from the smaller Class A schools to the larger Class C schools. The same is true with respect to each individual sport within the schools, with the difference that the larger the schools the more kinds of sports are participated in.

CHAPTER 3

ORGANIZATIONS AND SCHEDULES

Since the purpose of this investigation is to determine the prevailing practices in the administration of high school athletics, it becomes evident that the first problem is that of organization. This is equally true in any field.

One would infer from the prominence given athletics as an extra-curricular activity that it has an important place in the educational training of a child. If we are to justify this position of athletics in our educational program, we must through careful study determine the objective value of any type of administration.

It must be remembered, however, that while this investigation reveals the prevailing administration in each class of schools, it does not necessarily suggest that the modal practice is the best. With this in mind, the questions which naturally arise are those of responsibility of organization, policies, rules, student participation, and athletic staff. The following tables show what the various classes of Minnesota schools are doing in these respects.

Table 12

Relation of Enrollment of High School to the Responsibility for the Organization of Athletics in Minnesota

Agent Responsible	Number of Class A High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Superintendent	10	17	17	6	52	71.0%
Superintendent, Principal	2				2	2.7
Superintendent, Coach		2	6	2	10	13.2
Superintendent, Principal, Coach	2	1	1	1	5	6.5
Superintendent, Board				1	1	1.3
Superintendent, High School League				1	1	1.3
Coach	1			1	2	2.7
Principal	1				1	1.3
Total	16	20	24	12	74	100.0

Agent Responsible	Number of Class B High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Below 100	100-200	200-300	Over 300		
Superintendent	2	35	7	6	50	75.0%
Superintendent, Coach	1	5	1		5	7.0
Superintendent, Coach, Principal	1	5	2		8	12.0
Coach		2	2		4	6.0
Total	4	45	12	6	67	100.0

Table 12 (Continued)

Agent Responsible	Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Superintendent	12	10	3	11	36	60.9
Superintendent, Coach	1	1		1	3	5.1
Superintendent, Coach, Principal	1		2	5	8	13.6
Superintendent, Principal	1				1	1.7
Coach		1		1	2	3.4
Coach, Principal, Faculty				2	2	3.4
Principal, Coach				1	1	1.7
Principal				6	6	10.2
Total	15	12	5	27	59	100.0

Modal Practice of Centering Responsibility for

Organization of Athletics

Agent Responsible	Percentage of Schools in the Following Classes Making the Designated Agent Responsible		
	A	B	C
Superintendent	70.0	75.0	61.0
Superintendent	13.0	7.5	
Superintendent, Principal, Coach	6.5	12.0	13.6
Principal			10.2

In all three classes the Superintendent in most of the schools is responsible for the set-up of and organization of athletic activities. It is significant to note that in this practice all three schools are quite alike; that the High School Principal in the small school is given no consideration whatsoever in the matter; that in the B class he receives some consideration, and in Class C an additional gain.

Table 13

Relation of Enrollment of High School to the Responsibility for
Policies in the Management of High School Athletics in
Minnesota

Agent Responsible	Number of Class A High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Superintendent	10	12	19	7	48	67.7%
Superintendent, Board				1	1	1.4
Superintendent, Principal	1	7	4		12	16.9
Superintendent, Principal, Coach	1				1	1.4
Superintendent, Board, Faculty		1			1	1.4
Superintendent, Coach	1		1	3	5	7.0
Coach			2		2	2.8
Principal	1				1	1.4
Total	14	20	26	11	71	100.0
Agent Responsible	Number of Class B High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Below 100	100-200	200-300	Over 300		
Superintendent	3	23	8	1	35	52.2%
Superintendent, Coach		4		1	5	7.5
Superintendent, Coach, Principal	1	3	2		6	9.0
Superintendent, Principal	1	6			7	10.4
Superintendent, Board of Education	2	1			3	4.5
Superintendent, Faculty		1			1	1.5
Principal		1			1	1.5
Coach	3	5	1		9	13.4
Total	10	44	11	2	77	100.0

Table 13 (Continued)

Agent Responsible	Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible					Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500			
Superintendent	10	6	1	12	29	49.1%	
Superintendent, Board				1	1	1.7	
Superintendent, Principal		3	1	1	5	8.5	
Superintendent, Coach	2			3	5	8.5	
Superintendent, Principal, Coach	1	2	1	4	8	13.5	
Superintendent, Principal, Coach, Faculty		1			1	1.7	
Coach				1	1	1.7	
Principal	1		1	3	5	8.5	
Principal, Coach	1				1	1.7	
Principal, Faculty				3	3	5.1	
Total	15	12	4	28	59	100.0	

Modal Practice of Centering Responsibility for
Policies in Management of Athletics

Agent Responsible	Percentage of Schools in the Following Classes Making the Designated Agent Responsible		
	A	B	C
Superintendent	67.7	52.2	49.1
Superintendent, Principal, Coach			13.5
Superintendent, Principal	16.9	10.4	8.5
Superintendent, Coach	7.0		8.5
Coach		13.4	

Classes A and C have the Superintendent responsible for policies in High School management, while Class B gives the largest percentage to superintendent, coach. The superintendent, principal, coach in

classes B and C places high, while the coach has very little prestige with Class A.

Table 14

Relation of Enrollment of High School to the Responsibility for
Drawing up Rules for Athletic Organizations in Minnesota

Agents Responsible	Number of Class A High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Superintendent	3	7	6	2	18	26.3%
Superintendent, Board		1			1	1.4
Superintendent, Faculty			1	1	2	2.8
Superintendent, Principal	2	1			3	4.2
Superintendent, Coach	5	3	9	3	20	30.3
Superintendent, Coach, Principal		1	3		4	5.6
Superintendent, State Association		1	1		2	2.8
Superintendent, Student Body Organization		2			2	2.8
Superintendent, Coach, Girls' Physical Education Teacher				1	1	1.4
Superintendent, District			1		1	1.4
High School League District	4	4	1	2	11	16.8
Faculty Committee			2		2	2.8
Student Council			1		1	1.4
Total	14	18	27	9	68	100.0

Table 14 (Continued)

Agents Responsible	Number of Class B High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Below 100	100-200	200-300	Over 300		
Superintendent	11	4	2		17	27.5%
Superintendent, Principal		4			4	6.0
Superintendent, Principal, Coach	1	5	4	1	11	11.5
Superintendent, Coach	5	16	2	3	26	41.5
Superintendent, Faculty	2		1		3	4.5
Superintendent, Coach, State League		1			1	1.5
State League Rules			4	1	5	7.5
Total	19	30	13	5	67	100.0

Agent Responsible	Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Superintendent	1	2		2	5	7.5%
Superintendent, Coach	11	1		2	14	26.1
Superintendent, Coach, Principal	2	2		7	11	18.4
Superintendent, Principal		3	1		4	6.0
Principal		2		1	3	4.5
Principal, Student Council			1		1	1.5
Principal, Faculty Committee, Coach				7	7	10.5
Principal, Coach		1		2	3	4.5
Principal, Teacher's Athletic Committee				2	2	3.0
Coaches and Physical Director	1		1	2	4	6.0
Athletic Board (Superintendent has veto power)				1	1	1.5

Table 14 (Continued)

Agent Responsible	Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Athletic Board, Two Faculty Members, Three Students				2	2	3.0
State High School League				1	1	1.5
District Ath- letic Organi- cation			2	2	4	6.0
Total	14	11	5	32	62	100.0

Modal Practice of Centering Responsibility for Drawing Up Rules for
Athletic Organizations

Agent Responsible	Percentage of Schools in the Following Classes Making the Designated Agent Responsible		
	A	B	C
Superintendent, Coach	30.3	41.5	26.1
Superintendent	26.3	27.5	
High School League	16.8		
Superintendent, Prin- cipal, Coach		11.5	18.4
Principal, Faculty Com- mittee, Coach			10.5

The superintendent, coach is most largely responsible for drawing up the rules for athletic organizations in all three divisions, with superintendent a close second in Classes A and B, while Class C says superintendent, principal, coach, is next in responsibility. The high school league is third highest in Class A, but is not mentioned in the other two.

Table 15

High Schools Which Provide a Separate Student Manager and Faculty
Advisor for each Sport in Minnesota

Enrollment	Number of Schools of the Designated Enrollments in the Following Classes which Do or Do Not Have a Separate Student Manager and Faculty Advisor for each Sport					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
Under 50		11				
51 - 75	4	9		1		
76 - 100	2	19		1		
101 - 200	1	5	8	13		
201 - 300				2	3	13
301 - 400			1	1	1	8
401 - 500						2
Over 500					3	24
Total	7	44	1	17	7	47
Percentage of the Total	14%	86%	35%	65%	13%	87%

All three classes of schools have a larger percentage which do not have a separate student manager and faculty advisor than those that do. Schools in Class B have the largest percentage of a separate student manager and faculty advisor for each sport.

Table 16

High Schools Which Provide a Separate Student Manager and Faculty
Advisor for all Sports in Minnesota.

Enrollment	Number of Schools of the Designated Enrollments in the Following Classes which Do or Do Not Have a Separate Student Manager and Faculty Advisor for all Sports					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
Under 50	3	4				
51 - 75	5	6				
76 - 100	9	11	2	2		
101 - 200			18	20		
201 - 300			6	4	3	13

Table 16 (Continued)

Enrollment	Number of Schools of the Designated Enrollments in the Following Classes which Do or Do Not Have a Separate Student Manager and Faculty Advisor for all Sports					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
301 - 400			2	1	1	7
401 - 500					5	1
Over 500					12	14
Total	23	22	28	27	19	35
Percentage of the Total	51%	49%	51%	49%	35%	65%

As to the separate student manager and faculty advisor for all sports, Classes A and B have fifty-one per cent which have a separate student manager and faculty advisor and forty-nine per cent which do not; while Class C has a larger percentage with no separate manager and advisor.

Table 17

High Schools Which Provide a Faculty and Student Council Governing All Sports in Minnesota

Enrollment	Number of Schools of the Designated Enrollments in the Following Classes which Do or Do Not Have a Faculty and Student Council Governing All Sports					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
Under 50	1	9				
51 - 75		8				
76 - 100	2	20	2	10		
101 - 200	3	7	2	21		
201 - 300			1	4	1	16
301 - 400				5		9
401 - 500					2	2
Over 500					8	18
Total	6	44	5	40	11	45
Percentage of the Total	12%	88%	11%	89%	20%	80%

In all three classes of schools there are more schools without faculty and student councils than there are those with them.

Table 18

Relation of Enrollment of High Schools to the Responsibility for
Selection of Managers and Councils for Athletics in Minnesota

Agent Responsible	Number of Class A High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Superintendent	2	3	4	2	11	35.1
Superintendent, Coach	1	1	1		3	9.3
Superintendent, Coach, Student Committee Elected by Student Body			1		1	3.1
Students Elected	2	2		3	7	21.7
Coach, Captain				1	1	3.1
Principal	1				1	3.1
Coach	1	1	3		5	15.5
Student Manager Selected by Student Body, Faculty Advisor Selected by Faculty	1	1		1	3	9.3
Total	8	8	9	7	32	100.0
Agent Responsible	Number of Class B High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Below 100	100-200	200-300	Over 300		
Elected by Students but power really in hands of Superintendent, Coach					1	1.8
Nominations by Faculty but elections by students		1			1	1.8
Faculty manager selected by Superintendent		1			1	1.8
Manager selected by teams	1	2	1		4	7.2

Table 18 (Continued)

Agent Responsible	Number of Class B High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300		
Manager selected by Coach		2	3	1	6	10.9
Principal is manager	1	1			2	3.6
Coach, Superintendent perform these duties	1	1			2	3.6
Coach appoints	4	8	6	2	20	36.9
Coach, Superintendent appoint	2	4	9		15	27.1
Superintendent is manager	3				3	5.4
Total	9	20	19	3	55	100.0

Agent Responsible	Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Student managers selected by Coach of each sport				1	1	3.3
Coach selects student, Superintendent selects Faculty manager				1	1	3.3
Student election, Faculty appointment	1			8	9	31.6
Principal	1			1	2	6.6
Coach	1			2	3	9.9
Coach, Principal		1	1	2	4	14.5
Coach, Superintendent	2	1	2		5	17.6
Committee (Principal, Coaches, Manual Training Teacher, Commercial Teacher)				1	1	3.3

Table 18 (Continued)

Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible							Percentage of the Grand Total
Agent Responsible	200-300	300-400	400-500	Over 500	Total		
Council includes							
Principal, Coach, students elected by student body		3		1	4		14.5
Student manager in football and basketball but superintendent looks after finances		1			1		3.3
Principal, Faculty members, Captains				2	2		6.6
Total	5	6	3	19	29		100.0
Modal Practice of Centering Responsibility for Selection of Managers and Councils for Athletics							
Percentage of Schools in the Following Classes Making the Designated Agent Responsible							
Agent Responsible	A		B		C		
Superintendent	34.1						
Students elect	21.7				31.6		
Coach	15.5		36.9				
Coach, Superintendent			27.1		17.6		
Coach, Principal					14.5		
Selected by teams			7.2				

The Class A schools put their largest power in selecting managers and councils in the superintendent's hands; the Class B schools in the coach's hands; and the Class C schools with the students. Class A schools place second choice with student elections, while the other two groups rank the Coach, superintendent next.

Table 19

Relation of Enrollment of High Schools to the Training of Coaches
in Physical Education in Minnesota

Number of Coaches with Majors or Minors in Physical Education	Number of Class A High Schools of the Following Enrollments Employing the Designated Numbers of Coaches with Majors or Minors in Physical Education					Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100			
None	5	11	11	6		33	49.0
One	3	9	13	5		30	44.0
Two			3	2		5	7.0
Total	8	20	27	13		68	100.0
Number of Coaches with Majors or Minors in Physical Education	Number of Class B High Schools of the Following Enrollments Employing the Designated Numbers of Coaches with Majors or Minors in Physical Education				Total	Percentage of the Grand Total	
	Under 100	100-200	200-300	Over 300			
None	2	17	3		22	33.5	
One	6	20	5	2	33	49.5	
Two		4	2	2	8	12.5	
Three				3	3	4.5	
Total	8	41	10	7	66	100.0	
Number of Coaches with Majors or Minors in Physical Education	Number of Class C High Schools of the Following Enrollments Employing the Designated Numbers of Coaches with Majors or Minors in Physical Education				Total	Percentage of the Grand Total	
	200-300	300-400	400-500	Over 500			
None	1		1	2	4	6.8	
One	9	8	2	4	23	39.8	
Two	4	3	1	14	23	39.8	
Three		2		3	5	8.5	
Four				2	2	3.4	
Five				1	1	1.7	
Total	14	13	4	26	58	100.0	
Modal Practices in Training of Coaches in Physical Education in Minnesota							
Agent Responsible	Percentage of Schools in the Following Classes Making the Designated Agent Responsible						
	A	B	C				
None		49.0		33.5		33.5	
One		44.0		49.5		39.8	
Two		7.0		12.5		39.8	
Three						8.5	

The larger the school, the more trained coaches with physical education majors and minors there are. The Class C schools have no coaches without physical education majors or minors, while the Class A schools' largest group have no physical education majors or minors. Class C has an equal percentage, having one coach with major or minor plus two coaches. Class B has the largest percentage of schools having one coach with major or minor, while Class A ranks one coach second.

Table 20

Relation of Enrollment of High Schools to the Responsibility for the Scheduling of Games in Minnesota

Agent Responsible	Number of Class A High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Superintendent	6	9	7	13	35	46.2
Superintendent, Coach	4	3	6	4	22	29.1
Coach	4	3	8	3	16	20.8
Principal	1				1	1.3
Faculty Manager		1	1		2	2.6
Total	15	16	22	20	86	100.0
Agent Responsible	Number of Class B High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Below 100	100-200	200-300	Over 300		
Superintendent		16	6	1	23	36.5
Superintendent, Coach	2	12	6	2	22	34.1
Coach, Principal		2			2	3.1
Coach	1	12	1		14	21.8
Principal	2		1		3	4.5
Total	5	42	14	3	64	100.0

Table 20 (Continued)

Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible							Percentage of the Grand Total
Agent Responsible	200-300	300-400	400-500	Over 500	Total		
Superintendent	9	8	1	2	20	36.1	
Superintendent, Coach	8	2	2	1	13	22.6	
Coach or Athletic Director	2	3		8	13	22.6	
Coach, Principal			1	4	5	8.5	
Principal				6	6	10.2	
Total	19	13	4	21	57	100.00	

Modal Practice of Centering Responsibility for the Scheduling of Games			
Percentage of Schools in the Following Classes Making the Designated Agent Responsible			
Agent Responsible	A	B	C
Superintendent	46.2	36.5	36.1
Superintendent, Coach	29.1	34.1	22.6
Coach	20.8	21.8	22.6

The superintendent assumes the most authority for scheduling games in all three classes of schools, with the superintendent, coach ranking second in all three, and the coach, third.

Table 21

Relation of Enrollment of High School to the Responsibility for Determining the Number of Games to be Played in Each Sport in Minnesota

Number of Class A High Schools of the Following Enrollment in Which the Designated Agents were Responsible							Percentage of the Grand Total
Agent Responsible	Under 50	50-75	75-100	Over 100	Total		
Superintendent	8	10	13	5	36	54.5	
Superintendent, Coach	7	6	11	2	26	39.5	
Superintendent, Coach, Principal				1	1	1.5	

Table 21 (Continued)

Number of Class A High Schools of the Following Enrollment in Which the Designated Agents were Responsible							Percentage of the Grand Total
Agent Responsible	Under 50	50-75	75-100	Over 100	Total		
Superintendent, Faculty		1			1	1.5	
Superintendent, Faculty, Manager				1	1	1.5	
Superintendent, District Committee for Basketball		1			1	1.5	
Total	15	18	24	9	66	100.0	
Number of Class B High Schools of the Following Enrollment in Which the Designated Agents were Responsible							Percentage of the Grand Total
Agent Responsible	Under 100	100-200	200-300	Over 300	Total		
Superintendent	3	20	6	1	30	45.5	
Superintendent, Coach	1	16	6	1	24	36.5	
Superintendent, Limited to Twelve		1			1	1.5	
Superintendent, Principal, Coach		1	1		2	3.0	
Principal, Coach	2	1			3	4.5	
Coach		3	2		5	7.5	
Coach, Superintendent, Board, Board being Highest		1			1	1.5	
Total	6	43	15	2	66	100.0	
Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible							Percentage of the Grand Total
Agent Responsible	200-300	300-400	400-500	Over 500	Total		
Superintendent	9	5	2	3	19	36.4	
Superintendent, Coach	9	5	1	2	17	32.6	
Superintendent, Coach, Principal				2	2	3.6	
Principal, Coach, or Athletic Director				7	7	13.0	

Table 21 (Continued)

Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible							Percentage of the Grand Total
Agent Responsible	200-300	300-400	400-500	Over 500	Total		
Coach or Athletic Director	1	1	1	1	4	7.2	
District set-up Faculty, and Athletic Manager				1	1	1.8	
Principal Superintendent, Principal				1	1	1.8	
Principal and District				1	1	1.8	
Total	19	11	4	19	53	100.00	
Modal Practice of Centering Responsibility for Determining the Number of Games to be Played in Each Sport in Minnesota							
Percentage of Schools in the Following Classes Making the Designated Agent Responsible							
Agent Responsible	A		B		C		
Superintendent	54.5		45.5		36.4		
Superintendent, Coach	39.5		36.5		32.6		
Coach			7.5		13.0		
Superintendent, Coach, Principal	1.5						

The superintendent determines the number of games to be played in each sport in all three classes. Second place is given to superintendent, coach, and third place to the coach, in classes B and C, while Class A schools rank as third, the superintendent, coach, principal.

Summary

The prevailing practice in Minnesota in relation to organization is that the superintendent assumes the responsibility of setting up the athletic organization in all the classes, A, B, and C. He is more responsible for the policies and the drawing up of the rules than any one else.

In fifty-one per cent of the A and B schools and in thirty-five per cent of the C schools there is a student manager with a faculty advisor for all sports combined. It is quite consistent that they have student managers with faculty advisors, but it is uncommon to have separate managers for each sport within the schools. The student and faculty council has no voice in selection. Generally, in the Class A schools the managers are usually selected by the superintendent, and in the B schools by the coach; in the C schools the students have greater voice in selection, although the methods are divided.

The larger the schools the more trained and qualified the coaches are, having majors and minors in physical training. It is found that in Class A schools one-half of the coaches have no qualifications at all; in Class B, thirty-three per cent have none; and in Class C, all are qualified.

The authority for the scheduling of games is invested in the superintendent more than in anyone else. In the Class B and C schools he assumes the same authority, however, less than in the A class. In the other methods, the authority is divided, the coach ranking next below the superintendent in his delegated responsibility; especially is this true in Class C.

The superintendent determines the number of games more than anyone else, especially in A and B classes. In the C class the coach schedules the games more than anyone else, with the exception of the superintendent.

CHAPTER 4

EQUIPMENT, FINANCE, AND ADVERTISING

To the experienced school administrator the matters of equipment, finance, and advertising are three vital and troublesome problems. The first two, equipment and finance, are closely related.

During the past several years, these have become problems which schools have had to solve without aid from the board of education. This perhaps is a fortunate occurrence. Have school executives seized the opportunity of presenting an object lesson to the young people under their guidance? Children pride themselves in anything which belongs to them. Their home, their car, their books, and likewise their activities, mean more to them than those same things belonging to other people. How far have the schools grasped this great opportunity of making their students school conscious? Have the schools provided the students with opportunities of sharing the financial success of their activities? Are the managers, students, or faculty safe-guarded by the regular auditing of account books?

Financial success of any co-operative venture depends largely upon the publicity of the event. Without proper guidance a great deal of money, time, and effort can be spent fruitlessly. These and many other questions suggest themselves in this field. However, answers to the above will indicate whether extra-curricular activities are conducted for the sake of the meager training the activity itself may offer, or in the larger sense for the ideals of citizenship. The perusal of the following tables will reveal just how the Minnesota schools have attempted to solve these problems.

Table 22

Relation of Enrollment of High School to the Responsibility for the
Purchase of New Athletic Equipment in Minnesota

Agent Responsible	Number of Class A High Schools with the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Superintendent	11	13	19	7	50	69.1
Superintendent, Board		1			1	1.3
Superintendent, Coach	4	4	7		15	20.5
Superintendent, Coach, Student Forum				1	1	1.3
Coach	1	1	1	1	4	5.2
Council		1			1	1.3
Athletic Association	1				1	1.3
Total	17	20	27	9	73	100.0
Agent Responsible	Number of Class B High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300		
Superintendent	1	26	4	1	32	50.0
Superintendent, Coach	3	11	1	2	17	26.0
Superintendent, Board		2	1		3	4.5
Superintendent, Principal, Coach		1	1		2	3.0
Principal, Coach		1			1	1.5
Coach		3	1	2	6	9.0
School Board	3	1			4	6.0
Total	7	45	8	5	65	100.0
Agent Responsible	Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Superintendent	6	3	2	1	12	18.0
Superintendent, Coach or Athletic Director	8	8		13	29	46.0

Table 22 (Continued)

Agent Responsible	Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Coach, Principal				3	3	4.5
Principal				2	2	3.0
Coach or Athletic Director		2	1	4	7	12.5
Coach, Principal, Athletic Manager			1		1	1.5
Coach, Superintendent, Athletic Committee of Board				1	1	1.5
Equipment Manager, (Faculty member)				1	1	1.5
Athletic Committee, Faculty Manager				1	4	6.0
Board of Education	1			2	3	4.5
Total	15	13	4	31	63	100.0

Agent Responsible	Model Practice of Centering Responsibility for the Purchase of New Equipment		
	Percentage of Schools in the Following Classes Making the Designated Agent Responsible		
	A	B	C
Superintendent	69.1	50.0	18.0
Superintendent, Coach	20.5	26.0	46.0
Coach	5.2	9.0	12.5

The task of purchasing the new equipment was assumed in Classes A and B by the superintendent. In the C class the superintendent, coach, who ranks second highest in the A and B classes, was responsible. The superintendent was second highest in the C class, with the coach ranking third in all three classes.

Table 23

Relation of Enrollment of High Schools to the Responsibility for
Determining When Athletic Goods Should be Discarded in
Minnesota

Number of Class A High Schools of the Following Enrollment in Which the Designated Agents were Responsible						
Agent Responsible	Under 50	50-57	75-100	Over 100	Total	Percentage of the Grand Total
Superintendent	8	9	11	5	33	48.2
Superintendent, Board			1		1	1.4
Superintendent, Coach	4	5	8	2	20	28.0
Coach	4	4	6	1	15	21.0
Principal	1				1	1.4
Total	17	18	26	8	70	100.0
Number of Class B High Schools of the Following Enrollment in Which the Designated Agents were Responsible						
Agent Responsible	Under 100	100-200	200-300	Over 300	Total	Percentage of the Grand Total
Superintendent	6	11	1		18	27.0
Superintendent, Coach	8	15	3	2	28	42.5
Superintendent, Coach, Principal		1			1	1.5
Superintendent, Board			1		1	1.5
Superintendent, Teachers			1		1	1.5
Coach		11	2	3	16	26.0
Total	14	38	8	5	65	100.0
Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible						
Agent Responsible	200-300	300-400	400-500	Over 500	Total	Percentage of the Grand Total
Superintendent	2	3	1		6	9.6
Superintendent, Coach (or Ath- letic Director	8	2		2	12	21.2
Coach or Ath- letic Director	3	7	3	19	30	51.6

Table 23 (Continued)

Agent Responsible	Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible					Total	Percentage of the Grand Total		
	200-300	300-400	400-500	Over 500					
Coach and Principal		1		1	2	3.2			
Principal				1	1	1.6			
Principal, Coach, Athletic Manager			1	1	2	3.2			
Coach, Faculty Manager				1	1	1.6			
Faculty Manager, Athletic Committee			2	3	5	6.4			
Activity Manager				1	1	1.6			
Total	13	13	7	29	59	100.0			
Modal Practice of Centering Responsibility for Determining When Athletic Goods Should be Discarded									
Percentage of Schools in the Following Classes Making the Designated Agent Responsible									
Agent Responsible	A			B			C		
Superintendent	48.2			27.0			9.6		
Superintendent, Coach	28.0			42.5			21.2		
Coach	21.0			26.0			51.6		

In the determination of who should decide when athletic goods should be discarded, each group had a different first choice. The A class gave the power to the superintendent; the B class gave the power to the superintendent, coach; the C class to the coach. The superintendent, coach ranks second in the A and C classes, while the superintendent was second in the B class. The coach placed third in Classes A and B, and the superintendent in Class C.

Table 24

Relation of Enrollment of High Schools to the Disposition of Discarded
Athletic Goods in Minnesota

Number of Class A High Schools of the Following Enrollment in Making the Designated Disposition						
Method of Disposition	Under 50	50-75	75-100	Over 100	Total	Percentage of the Grand Total
Destroy them	4	14	13	8	39	45.0
Use for practices	3	3	2	1	9	10.0
Give away	3	4	8	3	18	20.0
Sell to individuals	7	3	3	9	22	25.0
Total	17	24	26	21	88	100.0
Number of Class B High Schools of the Following Enrollment Making the Designated Disposition						
Method of Disposition	Under 100	100-200	200-300	Over 300	Total	Percentage of the Grand Total
Destroyed	1	21	4	1	27	46.9
Sell (or destroy)		5	1		4	6.8
Give away or burn	3	16	3	2	4	41.2
Used by pupils in practice		2	1		3	5.1
Total	4	42	9	3	58	100.0
Number of Class C High Schools of the Following Enrollment Making the Designated Disposition						
Method of Disposition	200-300	300-400	400-500	Over 500	Total	Percentage of the Grand Total
Use up completely and burn		2	2	11	15	44.0
Sell or give away	2	4		8	14	41.0
Turn in on repair bills		2		2	4	12.0
No definite system				1	1	3.0
Total	2	8	2	22	34	100.0
Modal Practice of Distributing Discarded Athletic Goods						
Percentages of Schools in the Following Classes Making the Designated Disposition						
Method of Disposition	A		B		C	
Destroy them	45.0		46.9		44.0	
Sell	25.0		6.8		41.0	
Give Away	20.0		41.2		18.2	
Turn in on Repair bills					12.0	

All three classes of schools destroyed the largest percentage of their discarded goods. The second highest number of Class A schools disposed of their discarded goods by selling them, while the second highest number of Classes B and C gave them away. Selling ranks as the third highest means of disposition for Class B, while giving away was A's third choice and turning in one repair bills was C's third choice.

Table 25

Relation of Enrollment of High Schools to the Responsibility for the Repair of Athletic Goods in Minnesota

Agent Responsible	Number of Class A High Schools of the Following Enrollment Which the Designated Agents were Responsible					Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100			
Janitor		1				1	1.0
Parents, Students,	6	12				18	19.0
Students, Coach	3	2	3			8	8.0
Lowe and Campbell		1	10	3		14	14.0
Local Concerns Athletic Companies	5	10	12	6		33	36.0
Local or Athletic Companies		3	3	1		7	7.0
Home Economics Department or Commercial Firm	1	2	5	1		9	9.0
Spauldings, Sindelars,						3	3.0
Local or Lowe and Campbell			1	1		2	2.0
			1			1	1.0
Total	15	31	35	15		96	100.0

Table 25 (Continued)

Agent Responsible	Number of Class B High Schools of the Following Enrollment in Which the Designated Agents were Responsible					Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300	Total	
Janitor		4			4	6.4
Local tradesmen		10			10	16.0
Local tradesmen and Kelley Company		2			2	3.2
Local tradesmen and Lowe, Campbell		5	1	1	7	11.2
Sindelar's		2	1		3	4.8
Reinhart Brothers			1		1	1.6
Local and Athletic Firms	5	8	3	5	21	36.0
Coach		1	2	2	5	8.0
Players		3			3	4.8
Mothers of players	2	3			5	8.0
Total	7	35	8	8	61	100.0

Agent Responsible	Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Schohl	1			1	2	4.6
Janitor				1	1	2.3
Local people	6			9	15	33.5
Local firms, Commercial firms		2		4	6	13.8
Various firms			2	8	10	25.1
Sindelar Company				7	7	16.1
Lowe and Company				1	1	2.3
Kelley				1	1	2.3
Total	7	2	2	32	43	100.0

Modal Practice of Centering Responsibility for the Repair of Athletic Goods

Agent Responsible	Percentage of Schools in the Following Classes Making the Designated Agent Responsible		
	A	B	C
Local concerns	36.0	36.0	33.5
Parents and students	19.0		
Lowe and Campbell	14.0	11.2	
Sindelar Company			16.1
Local tradesmen		16.0	
Various firms			25.1

The three classes of schools were alike in loyally giving local concerns the greatest percentage of athletic goods repairing. The next highest in the B and C classes was various commercial firms, while in Class A parents and students ranked second in repairing goods. Classes A, B, and C schools gave commercial firms the third highest percentage of their repair work.

Table 26

Relation of Enrollment of High Schools to the Taking of Records When Giving out Athletic Equipment in Minnesota

Number of Class A High Schools of the Following Enrollment Naming the Designated Method of Record Taking						
Method of Record Taking	Under 50	50-75	75-100	Over 100	Total	Percentage of the Grand Total
Individual cards		10	12	4	26	29.0
Duplicate cards		1	3	12	16	16.0
Listed in book	15	9	9	4	37	37.0
Just given out	3	6	8	1	18	18.0
Total	18	26	32	21	97	100.0
Number of Class B High Schools of the Following Enrollment Naming the Designated Method of Record Taking						
Method of Record Taking	Under 100	100-200	200-300	Over 300	Total	Percentage of the Grand Total
Individual cards	2	13	2	4	21	29.4
Listed in book	2	23	6	1	32	46.8
Just given out	3	4	3	1	11	15.4
Duplicate cards		3	2	1	6	8.4
Total	7	43	13	7	70	100.0
Number of Class C High Schools of the Following Enrollment Naming the Designated Method of Record Taking						
Method of Record Taking	200-300	300-400	400-500	Over 500	Total	Percentage of the Grand Total
Individual cards	12	5	2	13	32	50.0
Duplicate cards	2			6	8	12.0
Book	7	5	3	8	23	36.0
Simply given out				1	1	2.0
Total	21	10	5	28	64	100.0

Table 26 (Continued)

Modal Practice of Record Taking When Giving Out Athletic Equipment			
Percentage of the Schools in the Following			
Method of Record Taking	Classes Taking Records in the Designated Methods		
	A	B	C
Listed in book	37.0	46.8	36.0
Individual cards	29.0	29.4	50.0
Just given out	18.C	15.4	
Duplicate Cards			12.0

Listing athletic records in a book was the favorite method in the A and B classes of schools, while class C favored individual cards. Classes A and B had as their second choice the individual cards, and Class C, the record books. The larger schools ranked third the duplicate cards, while the smaller schools just gave out equipment.

Table 27

High Schools Which Keep Records Showing the Condition of Athletic Equipment in Minnesota

Enrollment	Number of Schools of the Designated Sizes and Following Sizes and Following Classes which Do or Do Not show Condition of Equipment					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
Under 50	5	2				
51 - 75	14	8				
76 - 100	16	12	1	1		
101 - 200	8	3	26	10		
201 - 300			5	1	14	1
301 - 400			3	1	8	2
401 - 500					10	3
Above 500					21	2
Total	43	25	35	13	53	8
Percentage of the total	63%	37%	73%	27%	87%	13%

All classes of schools indicated a higher percentage having records which show the condition of the equipment, with the percentage increasing as the size of the schools increase.

Table 28

High Schools in Minnesota Which Keep An Equipment History Showing
When It Was Purchased

Enrollment	Number of Schools of the Designated Sizes and Following Classes which Do or Do Not Keep Record Histories					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
Under 50	4	6				
50 - 75	3	15				
76 - 100	3	20	1	4		
101 - 200	3	10	14	20		
201 - 300			1	3	1	14
301 - 400			1	3	2	11
401 - 500						6
Above 500					11	15
Total	13	51	17	30	14	46
Percentage of the total	20%	80%	36%	64%	23%	77%

All classes of schools had higher percentages indicating that no history, which showed when each piece of equipment was purchased, was kept.

Table 29

Relation of Size and Class of High Schools to the Keeping of In-
ventories of Each Season's Sport in Minnesota

Enrollment	Number of Schools of the Designated Sizes and Following Classes Which Do or Do Not Make Inventories					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
Under 50	5	2				
51 - 75	16	1				
76 - 100	23	2	9	3		
101 - 200	9		28	5		
201 - 300			16	2	13	1
301 - 400			4		12	1
401 - 500					4	1
Above 500					28	1
Total	54	5	57	10	57	4
Percentage of the total	92%	8%	85%	15%	93%	7%

Each class showed a larger percentage of schools which took inventory at the end of each season's sport than those which did not. Class B made the poorest showing, as the other two classes showed that over ninety per cent of their schools took seasonal inventories.

Table 30

Relation of Enrollment of High Schools to the Responsibility for
Athletic Equipment in Minnesota

Agent Responsible	Number of Class A High Schools with the Following Enrollments Making the Designated Agent Responsible				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Nobody				1	1	1.2
Superintendent	3	5	5	1	14	16.8
Superintendent, Coach	1	10	2		13	15.6
Athletic Director or Coach	3	12	23	8	46	56.8
Coach, Principal		1			1	1.2
Teachers		2			2	2.4
Janitor		1			1	1.2
Student Manager		2	2		4	4.8
Total	7	33	32	10	82	100.0
Agent Responsible	Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible				Total	Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300		
Superintendent	1	3	1		5	7.8
Superintendent, Coach		2			2	2.8
Coach, Principal		1	1		2	2.8
Coach or Athletic Director	9	39	8	3	59	86.6
Total	10	45	10	3	68	100.0

Table 30 (Continued)

Agent Responsible	Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible					Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500			
Coaches and Athletic Director	12	11	4	21	48	75.0	
Coach, Superintendent	1				1	1.5	
Coach, Student Manager	2	2	1	2	7	13.0	
Student Manager			1	1	2	3.0	
Faculty Manager				1	1	1.5	
Activity Manager				1	1	1.5	
Activity Manager, Committee				3	3	4.5	
Total	15	13	6	29	103	100.0	
Modal Practice of Centering Responsibility for Athletic Equipment							
Percentages of Schools in the Following Classes Making the Designated Agent Responsible							
Agent Responsible	A			B		C	
Coach	59.8			88.6		75.0	
Superintendent	16.8			7.0			
Superintendent, Coach	15.6			2.8			
Coach, Student Manager						13.0	
Activity Manager, Committee						4.5	

In all three classes of schools, we found the coach in charge of the athletic equipment in the greatest number of cases. The superintendent ranked second in Classes A and B, with the superintendent, coach third. The larger schools have managers in charge in the greatest number of instances, with the coach, student manager second, and the activity manager, committee ranking third.

Table 31

High Schools Which Award Sweaters for any Sport in Minnesota

Enrollment	Number of Schools of the Following Classes Which Do or Do Not Give Sweaters					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
Under 50		7				
51 - 75		23				
76 - 100		26		4		
101 - 200	2	8	6	29		
201 - 300			3	8		15
301 - 400			2	5	1	12
401 - 500						5
Above 500						26
Total	2	64	11	46	1	58
Percentage of the total	3%	97%	19%	81%	3%	97%

The greater percentage of schools in all the classes did not give sweaters for any sport.

Table 32

Relation of Enrollment of High School to the Practice of Awarding Athletic Sweaters in Minnesota

Number of Sweaters	Number of Class A High Schools with the Following Enrollments Awarding the Designated Number of Sweaters					Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100			
One for Four Years Competition				1		1	1.2
To seniors only				1		1	1.2
No sweaters	18	22	30	78		78	97.5
Total	18	22	30	10		80	100.0

Table 32 (Continued)

Number of Sweaters	Number of Class B High Schools with the Following Enrollments Awarding the Designated Number of Sweaters				Total	Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300		
One to a student		1	1		2	3.0
One at graduation		1	2		3	4.5
All graduating seniors		1			1	1.5
Six		1			1	1.5
No sweaters	4	41	9	6	60	89.5
Total	4	45	12	6	67	100.0

Number of Sweaters	Number of Class C High Schools with the Following Enrollments Awarding the Designated Number of Sweaters				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Senior sweater if four letters are earned				1	1	1.4
No sweaters						98.6
Total						100.0

Number of Sweaters	Percentage of Schools in the Following Classes Awarding the Designated Number of Sweaters		
	A	B	C
One to four years competition	1.2		1.4
To seniors only	1.3	4.5	
One to a student		3.0	
No sweaters	97.5	89.5	98.6

In most cases sweaters were not allowed. Sweaters were awarded only to seniors in many schools. Several class B schools added that only one sweater was allowed to a student.

Table 33

Relation of Enrollment of High Schools to the Activities Which Earn
Letters in Minnesota

Activities	Number of Class A High Schools to the Following Enroll- ments Naming the Designated Activities				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Basketball	6	19	26	12	63	48.0
Cheer leader			1		1	.8
Baseball		1	3	3	7	5.6
Track		5	9	3	17	13.6
Football		3	5	7	20	16.0
Softball		1	1		2	1.6
Scholarship				1	1	.8
Forensics			1		1	.8
Debate		1	1	1	3	2.4
Declamation		3	5	1	9	7.2
Dramatics	1				1	.8
Combined extra-cur- riculum		1	2		3	2.4
Total	7	39	54	28	128	100.0

Activities	Number of Class B High Schools to the Following Enroll- ments Naming the Designated Activities				Total	Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300		
Basketball	3	37	9	2	51	21.5
Football		24	11	2	37	15.1
G. A. A.		1		1	2	.8
All		3	2	1	6	2.4
Track	4	22	14	17	57	23.5
Manager		1	2	4	7	2.8
Cheer leader		1	2	2	5	2.0
Baseball	9	22	9	1	41	16.8
Tennis		3			3	1.2
Golf		3			3	1.2
Girls' basketball		3	2		5	2.7
Library		2			2	.8
Newspaper		1			1	.4
Forensics		2	1	1	4	1.6
Scholarship		1		1	2	2.0
Dramatics		3		2	5	2.0
Debate		2	1	1	4	1.6
Forensics (de- clamation)		1	1		2	.8
Music		3	2		5	2.0
Total	16	135	56	35	243	100.0

Table 33 (Continued)

Number of Class C High Schools to the Following Enrollment Naming the Designated Activities							Percentage of the Grand Total
Activities	200-300	300-400	400-500	Over 500	Total		
Football	13	13	5	25	56		26.3
Basketball	14	16	7	22	59		27.7
Track	11	13	6	21	51		20.9
Intramural (Girls)	1				1		.4
School Police							
Manager	1				1		.4
G. A. A.	2				2		.9
School paper	1				1		.4
Band	2	1		1	4		1.8
Orchestra		1		2	3		1.4
Glee club		2		1	3		1.4
Forensics		1		1	2		.9
Declamation	3	1	1	1	6		2.8
Debate	1	1			2		.9
Tennis	1	8	4	7	20		9.4
Golf	1	3	1	8	13		6.1
Baseball	3	4		3	10		4.7
Swimming	1	1		8	10		4.7
Scholarship		1		1	2		.9
Library		1			1		.4
Literary				1	1		.4
Cheer leader				1	1		.4
Manager				2	2		.9
Hockey				4	4		1.8
Tumbling			1		1		.4
Gym team		1			1		.4
Softball		1		2	3		1.4
Volleyball		1			1		.4
Total	55	70	25	111	261		100.0

Modal Practice of Awarding Letters for Athletics

Activities	Percentages of Schools in the Following Classes Awarding Letters for the Designated Activities		
	A	B	C
Basketball	48.0	21.5	27.7
Football	16.0		26.3
Track	13.6	23.5	20.9
Baseball		16.8	

Every school that responded to the questionnaire gave letters as an award for basketball. Letters in basketball were also awarded to the largest percentage of the Class A schools, while track letters

were most frequently given in the Class B schools. Football letters came second in Classes A and C, while basketball letters ranked second in Class B. Track letters were third in the A and C classes of schools, while baseball was third in the B class.

Table 34

Relation of Enrollment of High School to the Requirements for
Earning a Sweater or Letter in Each Sport in Minnesota

Requirements	Number of Class A High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Football				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Play in four quarters			1	1	2	10.0
Play in six quarters			3	2	5	25.0
Play more than one-half the quarters		2	1	2	5	25.0
Play in three games		2			2	10.0
Play in majority of games		4		2	6	30.0
Total		8	5	7	20	100.0
Requirements	Number of Class B High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Football				Total	Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300		
Play in four quarters		1	1		2	6.2
Play in six quarters		1	1		2	6.2
Play in eight quarters		2			2	6.2
Play in ten quarters			1		1	3.1
Play in twelve quarters				1	1	3.1
Play in sixteen quarters				1	1	3.1
Play sixty minutes			2		2	6.2
Play in one-half the games		2	1		3	9.3

Table 34 (Continued)

Requirements	Number of Class B High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Football				Total	Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300		
Play in six games			1		1	3.1
Play in two games		1			1	3.1
Play in five games			1		1	3.1
Play in one-fourth of quarters			1		1	3.1
Play in three-fourths of quarters				1	1	3.1
Coach decides			4	1	5	15.5
Be a member of squad		3	4	1	8	25.6
Total		10	17	5	32	100.0

Requirements	Number of Class C High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Football				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Play in ten quarters				1	1	2.9
Play in twelve quarters				1	1	2.9
Play in fifteen quarters				1	1	2.9
Play one-hundred minutes				1	1	2.9
Play one hundred forty minutes				1	1	2.9
Play three winning games				1	1	2.9
Play in four complete quarters and any part of four others		1		1	2	5.8
Play in more than one-fourth of quarters		1		1	2	5.8
Play in more than one-third of quarters		1			1	2.9

Table 34 (Continued)

Number of Class C High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Football							Percentage of the Grand Total
Requirements	200-300	300-400	400-500	Over 500	Total		
Play eight quarters	2	1		3	6	18.8	
Play six quarters	3	1	1		5	14.5	
Play nine quarters	1				1	2.9	
Play fourteen quarters		1		1	2	5.8	
Play over one-fourth season's playing time		1			1	2.9	
Regular at practice, play fifty per cent of games	1	1		4	6	17.4	
Specified Number of games		1			1	2.9	
Earn 100 points (ten per quarter, twenty-five for staying for season)	1				1	2.9	
Total	8	9	1	18	34	100.0	
Modal Practice of the Requirements for Earning a Sweater or Letter in Football							Percentage of Schools in the Following Classes Making the Designated Requirements
Requirements	A	B	C	D	E		
Play in six quarters	25.0					14.5	
Play in more than one-half of the quarters	25.0			9.3			
Play in majority of games	30.0					17.4	
Be a member of a squad				25.6			
Coach decides				15.5			
Play in eight quarters						18.8	
Number of Class A High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Basketball.							
Requirements	Under 50	50-75	75-100	Over 100	Total	Percentage of the Grand Total	
Play three full quarters				1	1	1.7	
Play four full quarters				1	1	1.7	

Table 34 (Continued)

Requirements	Number of Class A High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Basketball				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Play eight full quarters	3	5	4	2	14	22.2
Play nine full quarters		1			1	1.7
Play ten full quarters	2		1		3	5.1
Play twelve full quarters			1	2	3	5.1
Play sixteen full quarters	1	1			2	3.4
Play twenty full quarters		1			1	1.7
Play in one-fourth of games played				2	2	3.4
Play in sub district tournament			1		1	1.7
Play in half the games		1	1	2	4	6.2
Play in three games (boys), or two games (girls)		3	4		7	11.9
Play as member of team		4	3		7	11.9
Coach decides		1	1		2	3.4
Coach, Superintendent decide		1			1	1.7
Play sixty minutes				1	1	1.7
Play two full games				2	2	3.4
Play in part of six games				1	1	1.7
Play one-fourth of five games				2	2	3.4
Play more than one-half the quarters				2	2	3.4
Total	6	18	16	18	58	100.0

Table 34 (Continued)

Requirements	Number of Class B High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Basketball				Total	Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300		
Play in one-half games played		1	1		2	5.0
Play in two full games or one-half of all		1	1		2	5.0
Play in one full game		1	2		3	7.5
Make tournament team		1	1		2	5.0
Make team	3	2	1		6	15.0
Coach decides	1	1	1		3	7.5
Participate in one-fourth games		1			1	2.5
Play in majority		1	5	1	7	17.5
Play in two full games			1		1	2.5
Play in four full quarters				1	1	2.5
Play in eight full quarters		1			1	2.5
Play in twelve full quarters		6			6	15.0
Play in twenty-four full quarters		4			4	10.0
Play in six inter-scholastic games			1		1	2.5
Total	4	20	14	2	40	100.0
Requirements	Number of Class C High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Basketball				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Play in eight quarters	2	1		1	4	9.6
Play in twelve quarters	1	1	3	1	7	16.6
Play in fourteen quarters				1	1	2.4
Play in sixteen quarters	1	1	1	1	4	9.6
Play in twenty-eight quarters		1			1	2.4
Play in fifty per cent of quarters	1	2	1	1	10	33.0

Table 34 (Continued)

Number of Class C High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Basketball							Percentage of the Grand Total
Requirements	200-300	300-400	400-500	Over 500	Total		Total
Play in one-third of quarters	1	1			2		4.8
Play in three winning games				1	1		2.4
Play in five district meets				2	2		4.8
Play in 200 minutes				1	1		2.4
Play six full quarters and six other quarters		1			1		2.4
Earn 100 points, five per quarter and twenty-five for full season	1				1		2.4
Play more than one-fourth season		1	2		3		7.2
Total	7	9	7	19	42		100.0
Modal Practice of the Requirements for Earning a Sweater or Letter in Basketball							Percentage of Schools in the Following Classes Making the Designated Requirements
Requirements	A		B		C		
Play in eight quarters	24.2				9.6		
Play as member of team	11.9		15.0				
Play in three games (boys) two games (girls)	11.9						
Play in majority			17.5		33.0		
Play in twelve quarters			15.0		16.6		
Number of Class A High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Baseball							Percentage of the Grand Total
Requirements	Under 50	50-75	75-100	Over 100	Total		Grand Total
Play in majority of games				3	3		10.8
Play fifteen innings, pitcher nine			3		3		10.8
Play three games	1		3		4		14.4
Play five games	2		5		7		24.4

Table 34 (Continued)

Number of Class A High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Baseball							Percentage of the Grand Total
Requirements	Under 50	50-75	75-100	Over 100	Total		
Play two games or fourteen innings		5			5	18.0	
Play one-half games versus district team				1	1	3.6	
Coach recommends	1	1			2	7.2	
Play more than one-half of all innings		2		1	3	10.8	
Total	4	8	11	5	28	100.0	
Number of Class B High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Baseball							Percentage of the Grand Total
Requirements	Under 100	100-200	200-300	Over 300	Total		
Play two full games or one-half innings	1	4	1		6	14.4	
Be team member	2	3	2		7	17.8	
Play in majority of games	1	5	3	1	10	24.6	
Play eighteen innings		1	1		2	4.8	
Play twelve innings		1			1	2.4	
Play in five games		2	2		4	9.6	
Play in certain number of games and have approval of coach		4	6	1	11	26.4	
Total	4	20	15	2	41	100.0	
Number of Class C High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Baseball							Percentage of the Grand Total
Requirements	200-300	300-400	400-500	Over 500	Total		
Play eighteen innings	2	1	1		4	40.0	
Play twenty-one innings, pitcher fourteen		1			1	10.0	
Play twenty-two innings				1	1	10.0	

Table 34 (Continued)

Number of Class C High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Baseball						
Requirements	200-300	300-400	400-500	Over 500	Total	Percentage of the Grand Total
Play in fifty of games		1		1	2	20.0
Play over one-fourth season		1			1	10.0
Play over one-third games except pitcher		1			1	10.0
Total	2	5	1	2	10	100.0
Modal Practice of the Requirements for Earning a Sweater or Letter in Baseball						
Requirements	Percentage of Schools in the Following Classes Making the Designated Requirements					
	A	B	C			
Play in five games	24.4					
Play in two games or fourteen innings	18.0					
Play in three games	14.4					
Coach decides				26.4		
Play in majority of games				24.6		20.0
Be a member of team				17.8		
Play in eighteen innings						40.0
Play over one-fourth season						10.0
Number of Class A High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Track						
Requirements	Under 50	50-75	75-100	Over 100	Total	Percentage of the Grand Total
Place first in interscholastic meet		3			3	11.1
Place in district meet		2	5	3	10	37.1
Place in Little 7' conference meet			1		1	3.7
Coach decides			2		2	7.4
Coach, Superintendent decides		3			3	11.1
Take part in two meets		1	3	1	5	18.5
Will five points			2	1	3	11.1
Total		9	13	5	27	100.0

Table 34 (Continued)

Requirements	Number of Class B High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Track				Total	Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300		
Coach decides	1	1			2	20.0
Win one first or two seconds		2			2	20.0
Win three points	1	1			2	20.0
Win five points			1		1	10.0
Win nine points				1	1	10.0
Take part in two meets			1	1	2	20.0
Total	2	4	2	2	9	100.0
Requirements	Number of Class C High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Track				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
No rule, coach decides				2	2	4.6
Win in inter-scholastic meet	1			1	2	4.6
Win in district meet	7		1	2	10	22.0
Accomplish something of merit		1			1	2.3
Win first in dual	3	1	1		5	10.0
Win first or second in district			2	1	3	6.0
Three points district and five dual		1		1	2	4.6
One point district and eight dual		1			1	2.3
Four points in season		1	1		2	4.6
Six points in season	2		1		3	6.9
Seven points in district meet				3	3	6.9
Nine points in season	1	1		2	4	9.2
Ten points in season				4	4	9.2

Table 34 (Continued)

Number of Class C High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Track							Percentage of the
Requirements	200-300	300-400	400-500	Over 500	Total	Grand Total	
First in dual, First, second, or third in conference, fifth in state		1			1	2.3	
Twelve points interscholastic competition				2	2	4.5	
Total	14	7	6	18	45	100.0	

Modal Practice of the Requirements for Earning a Sweater or Letter in Track				Percentage of Schools in the Following Classes Making the Designated Requirements		
Requirements	A	B	C			
Place in district meet	37.1		22.0			
Take part in two meets	18.5	20.0				
Coach, superintendent decide	11.1	20.0				
Win one first or two seconds		20.0	10.0			
Ten points for season			9.2			

Number of Class A High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Softball							Percentage of the
Requirements	Under 50	50-75	75-100	Over 100	Total	Grand Total	
Play more than one-half the quarters			1		1	100.0	
Percentage is 100							

Number of Class C High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Swimming							Percentage of the
Requirements	200-300	300-400	400-500	Over 500	Total	Grand Total	
Ten points for season		1			1	13.0	
Fifteen points in interscholastic contests			2	5	7	87.0	
Total		1	2	5	8	100.0	

Modal Practice of the Requirements for Earning a Sweater or Letter in Swimming				Percentage of Schools in the Following Classes Making the Designated Requirements		
Requirements	A	B	C			
Ten points for season			13.0			
Fifteen points in interscholastic contest			87.0			

Table 34 (Continued)

Number of Class C High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Tennis							Percentage of the
Requirements	200-300	300-400	400-500	Over 500	Total		Grand Total
Win singles or doubles match with no less than three schools participating		1		1	2		40.0
Win two interscholastic matches		2	1		3		60.0
Totals		3	1	1	5		100.0

Modal Practice of the Requirements for Earning a Sweater or Letter in Tennis
Percentage of Schools in the Following Classes Making the Designated Requirements

Requirements	A	B	C
Win singles or doubles match with no less than three schools participating			40.0
Win two interscholastic matches			60.0

Number of Class C High Schools with the Following Enrollments Making the Designated Requirements for Earning a Sweater or Letter in Golf
Percentage of the

Requirements	200-300	300-400	400-500	Over 500	Total	Grand Total
Win two individual matches		1			1	100.0
G. A. A. Point system	1	3			4	100.0
Total	1	4			5	200.0

Modal Practice of the Requirements for Earning a Sweater or Letter in Golf
Percentage of Schools in the Following Classes Making the Designated Requirements

Requirements	A	B	C
Win two individual matches			100.0

There was a wide divergence of opinion as to what a player must do in order to win a letter. In some schools it seemed to be a simple matter, as for instance, in the largest percentage of the Class B schools all that was necessary to win a Football letter was to "be a member of a squad." The highest rating for Class A and C schools was "play in a

majority of games." In Basketball, the largest percentage of Class A schools required playing in eight quarters, while the largest number in classes B and C required playing in the majority of games. To win a Baseball letter required participation in five games in the highest percentage of Class A schools; the coach decided for the greatest number of Class B schools; and eighteen innings were required by most Class C schools. In all three classes Track letters appeared to be awarded for winning meets in the greatest number of cases. The coach decided in other cases. Softball letters were given in Class A schools for playing in more than half the quarters; while Class C schools awarded Swimming, Golf, and Tennis letters for winning in contests.

Table 35

Relation of Enrollment of High Schools to the Responsibility for
Financing High School Athletics in Minnesota

Agent Responsible	Number of Class A High Schools with the Following Enroll- ments Making the Designated Agent Responsible					Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100			
Superintendent	8	9	22	8		47	57.3
Superintendent, Coach	2	2		2		6	7.8
Superintendent, Coach, Prin- cipal		4	3	2		9	10.9
Superintendent, Student Repre- sentative, Principal	2	3	2	2		3	9.6
Coach		4	1			6	7.2
Student Council		4	1			4	4.8
		1	1			2	2.4
Total	12	26	29	15		82	100.0

Table 35 (Continued)

Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agents Responsible	Under				Total	Percentage of the Grand Total
	100	100-200	200-300	Over 300		
Superintendent	5	21	16	2	44	68.0
Superintendent, Coach				1	1	1.5
Superintendent, Principal				1	1	1.5
Superintendent, Commercial Teacher		2			2	3.0
Superintendent, His Secretary			1		1	1.5
Coach	1	2	6	4	9	14.3
Faculty Manager			2	4	6	10.2
Total	6	25	25	8	64	100.0
Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible					Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Superintendent	7	5	7	2	21	30.4
Superintendent, Principal	1	1		2	4	6.7
Superintendent, Principal, Coach	2	2		1	5	7.3
Superintendent, Athletic Association	1	1			2	2.8
Superintendent, Coach		1		1	2	2.8
Superintendent's Secretary				1	1	1.4
Coach			1		1	1.4
Coach, Principal, Finance Board				1	1	1.4
Coach, Principal, Faculty Manager				1	1	1.4
Coach, Athletic Director			1	1	2	2.8
Coach, Principal				2	2	2.8
Principal, Athletic Committee		2	1	3	6	9.4
Principal		4	4	6	14	20.6
Superintendent, Student Representative	1	2			3	4.2
Manager	1	2		1	4	5.6
Total	13	20	14	22	49	100.0

Table 35 (Continued)

Modal Practice of Centering Responsibility for Financing High School Athletics Agent Responsible	Percentages of Schools in the Following Classes Making the Designated Agent Responsible		
	A	B	C
Superintendent	57.3	68.0	30.4
Superintendent, Coach, Principal	10.9		
Superintendent, Student, Representative	9.6		
Coach		14.3	
Faculty Manager		10.2	
Principal			20.6
Principal, Athletic Committee		8.4	

The superintendent managed the finances of high school athletics in the greatest number of all classes of schools. In Class A, the superintendent, coach, principal was next, and superintendent, student representative was third, while the Class C schools put the principal second, and the principal, athletic committee third.

Table 36

Relation of Enrollment of High Schools to the Means by Which Funds are Raised for High School Athletics in Minnesota

Means Used	Number of Class A High Schools with the Following Enrollments Naming the Designated Means				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Ticket sales	3	4	9	4	20	30.0
Ticket sales, plays or carnivals	3	3	5	4	15	22.0
Ticket sales, season tickets		1	8	2	11	16.5
Ditto Carnivals		1	2	3	6	9.0
Season tickets				1	1	1.5
Season tickets, movies			1		1	1.5
Season tickets sales district tourney, magazine sales			1	1	2	3.0

Table 35 (Continued)

Number of Class A High Schools with the Following Enrollments Naming the Designated Means						
Means Used	Under 50	50-75	75-100	Over 100	Total	Percentage of the Grand Total
Tickets and food sales			1		1	1.5
Magazine subscriptions		3	2	5	10	15.0
Total	6	12	29	20	67	100.0
Number of Class B High Schools with the Following Enrollments Naming the Designated Means						
Means Used	Under 100	100-200	200-300	Over 300	Total	Percentage of the Grand Total
Ticket sales	3	17	5	1	26	39.0
Ditto dramatics		8	4		12	18.0
Ditto ditto, season tickets	1	10	10	3	24	36.0
Public dance, gym rental tickets			1		1	1.5
Ticket sales, Board			3		3	4.0
Basket social, donations	1				1	1.5
Magazine subscriptions						
Total	5	35	25	4	67	100.0
Number of Class C High Schools with the Following Enrollments Naming the Designated Means						
Means Used	200-300	300-400	400-500	Over 500	Total	Percentage of the Grand Total
Ticket sales	4	4	3	7	18	24.9
Ticket sales and season tickets	4	6	5	8	23	31.9
Ticket sales and season tickets, and carnivals	1	1		4	6	7.8
Ticket sales and carnivals	1	2	1		4	5.2
Ticket sales and student dues		1	2		3	3.9
Ticket sales carnival, silver tea		2			2	2.6

Table 36 (Continued)

Number of Class C High Schools with the Following Enrollments Naming the Designated Means							Percentage of the Grand Total
Means Used	200-300	300-400	400-500	Over 500	Total		
Ticket sales							
season tickets, underwritten by Board				1	1	1.3	
Season tickets, student night	1	1		4	6	7.8	
Physical Training exhibit	1				1	1.9	
Student activity ticket		1	1	7	9	12.7	
Total	12	18	12	31	73	100.0	
Modal Practice of Raising Finances for High School Athletics							
Percentage of Schools in the Following Classes Raising Funds for Athletics by the Designated Means							
Means Used	A		B		C		
Ticket sales	30.0		39.0		24.9		
Ticket sales, play, carnivals	22.0		18.0		21.9		
Ticket sales and season tickets	16.5		36.0		31.9		
Student activities ticket					12.7		

Ticket sales were the choice of most of the classes, A and B schools, as a means of raising funds for athletics. Ticket sales, plays, and carnivals were the means of the second highest number of Class A schools for making money, with ticket sales and season tickets third. The Class B schools assigned second place to ticket sales and season tickets, with third place to ticket sales, plays, and carnivals. Ticket sales and season tickets provided the greater share of funds for the most Class C schools, ticket sales next, and student activities, tickets, third.

Table 37

High Schools in Minnesota Which Audit the Books

Enrollment	Number of Schools of the Designated Sizes and Following Classes Which Do or Do Not Audit Books					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
Under 50	7	4				
51 - 75	15	3				
76 - 100	19	8	1	3		
101 - 200	7	6	31	13		
201 - 300			10	3	12	2
301 - 400			5		11	2
401 - 500					5	2
Above 500					20	3
Total	48	31	47	66	48	9
Percentage of the total	52%	48%	42%	58%	84%	16%

The greater number of schools in Classes A and C audited their books, while in Class B the larger percentage do not.

Table 38

Relation of Enrollment of High Schools to the Responsibility for Auditing the Books in Minnesota

Agent Responsible	Number of Class A High Schools with the Following Enrollments Making the Designated Agent Responsible				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Superintendent		3	2		5	9.5
Superintendent, Board member			1		1	1.9
Superintendent, Coach	1				1	1.9
Coacy Boys		1			1	1.9
Coach Class						
Treasurer		1			1	1.9
Student Representative			1	1	2	3.8

Table 38 (Continued)

Number of Class A High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible	Under 50	50-75	75-100	Over 100	Total	Percentage of the Grand Total
Council			1	1	2	3.8
Faculty members			2	3	5	9.5
Local bankers				1	1	1.9
Board of Education Committee			3		3	5.7
Board of Education	2	8	12	6	28	54.4
State Auditor				2	2	3.8
Total	3	13	22	14	52	100.0
Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible	Under 100	100-200	200-300	Over 300	Total	Percentage of the Grand Total
Board		23	3		26	45.3
Board audit committee		4	1	1	6	11.2
Bank		1			1	1.7
State auditor		2	2		4	6.8
Public Accountant		2	3	1	6	11.2
Commercial Department Superintendent	1	1			2	3.4
Principal		2	3		5	8.5
Coach, class officers			1		1	1.7
Faculty Committee (report in local paper yearly)			1		1	1.7
Statement of finances posted after each game or sale				1	1	1.7
Student Treasurers				3	3	5.1
Total	1	35	15	6	57	100.0

Table 38 (Continued)

Agent Responsible	Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Superintendent	1	1		2	4	7.6
Superintendent's Office	1				1	1.9
Principal, Coach			1	2	3	5.7
Coach	1			1	2	3.8
Auditing Firm	2	1		5	8	15.2
Board of Education	5	2	3	4	14	27.6
Board Auditing Committee	1	2		1	4	7.6
Commercial Teacher	2			1	3	5.7
Faculty Committee		1		1	2	3.8
By clerk, each month		1			1	1.9
All students activities united		1			1	1.9
State Auditor	1	2	1	3	7	13.5
Superintendent and Board member		1		1	2	3.8
Total	14	12	5	21	52	100.0
Modal Practice of Centering Responsibility for the Auditing of the Books						
Agent Responsible	Percentage of Schools in the Following Classes Making the Designated Agent Responsible					
	A	B	C			
Board of Education	54.4	45.3	27.6			
Faculty members	9.5					
Superintendent	9.5					
Public Accountant		11.2	15.2			
Principal		8.5				
State Auditor			13.5			

The board of education received the preference for auditing the books in all classes of schools. Class A tied the principal and faculty members for second place, while a public accountant was next in Classes B and C. The third largest number had the principal audit the books in Class B, and the State Auditor in Class C.

Table 39
High Schools in Minnesota Which Meet Deficits Separately for
Each Sport

Enrollment	Number of Schools of the Designated Sizes and Following Classes Which Do or Do Not Meet the Deficits Separately for Each Sport					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
Under 50	1	3				
51 - 75	13	20				
76 - 100	8	2		3		
101 - 200	6	1	8	27		
201 - 300			4	11		14
301 - 400			4		2	7
401 - 500						8
Above 500					1	12
Total	28	26	16	41	3	41
Percentage of the total	52%	48%	23%	72%	7%	93%

Deficits were met for each sport separately to a differing degree in each class of school. The Class A schools showed a greater number who do meet each sport's deficit separately, while the Class B schools showed a majority who do not, and the Class C schools a still greater majority who do not.

Table 40
Relation of Enrollment of High Schools to the Responsibility for
Athletic Deficits in Minnesota

Agent Responsible	Number of Class A High Schools with the Following Enrollments Making the Designated Agent Responsible					Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100	Total	
There are none	5	12	14	3	34	52.0
Board of Education	1	7	2	5	15	22.5

Table 40 (Continued)

Number of Class C High Schools of the Following Enrollment in Which the Designated Agents were Responsible							Percentage of the Grand Total
Agent Responsible	200-300	300-400	400-500	Over 500	Total		
School Board appropriations	5	3	2	5	15	28.0	
School Board clears debts every 5 years				1	1	1.8	
Total	15	9	9	21	54	100.0	
Modal Practice of Centering Responsibility for Athletic Deficits							Percentage of Schools in the Following Classes Making the Designated Agent Responsible
Agent Responsible	A			B		C	
Benefits, Carnivals, Plays	21.0						
Board of Education	22.5			28.8		28.0	
There are none	52.0			33.9		36.8	
Just carried over				10.6			
Student activity fund						17.2	

The finances of most schools seemed to be in good condition, for the largest percentage of schools in all classes said in regard to deficits, "There are none." In every case otherwise, the Board of Education assumed responsibility.

Table 41

Relation of Enrollment of High School to the Responsibility for Public Interest and Support for High School Athletics

Number of Class A High Schools with the Following Enrollments Making the Designated Agent Responsible						Percentage of the Grand Total
Agent Responsible	Under 50	50-75	75-100	Over 100	Total	
Advertising	1	6	9	2	18	20.5
Nothing	2	2	6	3	13	15.5
Develop school spirit		1			1	1.1
Free night, family night, ticket sale				1	1	1.1

Table 41 (Continued)

Number of Class A High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible	Under 50	50-75	75-100	Over 100	Total	Percentage of the Grand Total
Band, newspaper		1	1	1	2	2.2
Low gate fees, free baseball, donation of cars by local people, public awarding				1	1	1.1
Stunts between halves		3	4	6	13	15.5
Fair awards		1	2		3	3.3
Advertising, good teams	1	3		4	8	8.8
Educational progress, student activities, banners, etc.			1		1	1.1
Letters to parents		1	3		4	4.4
Invitational games				1	1	1.1
Annual banquets		3	5	4	12	14.4
Pep meetings, parades, ticket sales		4	3		7	7.7
Talks to business men			1	1	2	2.2
Total	4	25	34	24	87	100.0

Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible	Under 100	100-200	200-300	Over 300	Total	Percentage of the Grand Total
Too much already			1		1	1.8
Already have it	1	6	2	1	10	18.0
Not much--take a chance--poor idea		1			1	1.8
Attendance drives		1			1	1.8
Personal solicitation, news stories			1		1	1.8
Winning teams		5	3	2	10	18.0
Attractive schedule and good teams	2	6	2	1	11	19.0

Table 41 (Continued)

Agent Responsible	Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible					Total	Percentage of the Grand Total
	Under 100	100-200	200-300	300-Over			
Pep meetings, stunts at games	1	1	1			3	5.4
School paper, posters		1	1			2	3.6
Develop younger boys and increase skill of older ones			1			1	1.8
Advertising, pep meetings, news stories	1		3	2		6	10.8
Football movies				1		1	1.8
Interscholastic activities, banquet for footballmen, invitation, track meetings, district meets, regional meets, tourneys			1			1	1.8
Large squads, advertising			5	2		7	12.6
Total	5	21	20	9		56	100.0

Agent Responsible	Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible					Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500			
Newspaper advertising	7	7	4	8		26	52.0
Advertising, good teams		1		2		3	6.0
Good officiating, good management of crowds				1		1	2.0
Home coming, pep meetings	1			1		2	4.0
Nothing	1		1	3		5	10.0
Already there	2					2	4.0
Banquets, pep-fests, bonfires, advertising	1	1		1		3	6.0
Banquets, sales committees	1					1	2.0

Table 41 (Continued)

Agent Responsible	Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Stunts, pep meetings		1	2	1	4	8.0
Invitations to parents to attend certain practices				3	3	6.0
Total	13	10	7	20	50	100.0
Modal Practice of Centering Responsibility for Public Interest and Support for High School Athletics						
Agent Responsible	Percentage of the Schools in the Following Classes Making the Designated Agent Responsible					
	A	B	C			
Advertising	20.5		52.0			
Stunts between halves	15.5		8.0			
Nothing	15.5		10.0			
Attractive schedule and good teams		19.0				
Winning teams		18.0				
Already have it		18.0				

In developing public interest and support for high school athletics, advertising played the greatest part in Class A and Class C schools, with "nothing," second, and stunts between halves, third. Class B schools placed attractive schedules and good teams first, winning teams, second, and "already have it," third.

Table 42

Relation of Enrollment of High School to the Responsibility for
Pupil Interest in Athletics in Minnesota

Agent Responsible	Number of Class A High Schools with the Following Enrollments Making the Designated Agent Responsible				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Pep squad	3	4	3	2	12	14.0
Pep meetings	5	12	5	4	26	28.0
Pep meetings, awards, assemblies		3	5	3	11	13.0
Pep meetings, ceremonies, talks	1	3	1	2	7	7.0
Pep meetings, dismiss students with tickets for games played during school time			1		1	1.0
Intersquad games before regular games		3			3	3.0
Intramural pupil participation	1	1	3	1	6	6.0
Midget games, stunts between halves				1	1	1.0
Program of intramural sports at noons for country pupils, trophy cases, junior teams of all sports, legion baseball team, awards, pictures				1	1	1.0
Nothing	1	13	10		24	26.0
Total	11	39	23	16	92	100.0

Table 42 (Continued)

Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible	Under 100	100-200	200-300	Over 300	Total	Percentage of the Grand Total
Already have it	1	3	2	1	7	10.5
Many teams, many games		2	4	3	9	12.7
Pep meetings	5	12	6	2	25	33.5
Student participation	2	6	4	6	18	24.4
Individual awards, trophy case, wall panels				2	2	2.6
Trips to state tourney, dinners			2	2	4	6.2
Start games on time, posters, pep fests			1		1	1.3
Cheer leaders, fests		2	2		4	6.2
Low fees, band				2	2	2.6
Total	8	25	21	18	72	100.0

Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible	200-300	300-400	400-500	Over 500	Total	Percentage of the Grand Total
Pep fests, stunts	4	5	3	12	24	46.2
Cheap season tickets	1	1	2	2	6	10.9
Intramural games	1	1		2	4	7.6
Local write-ups	1			1	2	3.8
Good cheer leaders	1			1	2	3.8
Nothing	1				1	1.9
Already there	2		2	1	5	9.2
Pep fest, scouting		1			1	1.9
Home Coming		2		2	2	3.8
Talks, awards, banquets		2	1	3	6	10.9
Total	11	12	8	22	53	100.0

Table 42 (Continued)

Modal Practice of Centering Responsibility for Pupil Interest in Athletics			
Agent Responsible	Percentage of the Schools in the Following Classes Making the Designated Agent Responsible		
	A	B	C
Pep meetings	28.0	33.5	46.2
Pep squad	14.0		
Nothing	26.0		
Student participation		24.4	
Many teams, many games		12.7	
Cheap season tickets			10.9
Talks, awards, banquets			10.9

To develop pupil interest in athletics, pep meetings received the greatest preference in all classes of schools. Second choice in Class A was "nothing," in the C class it was talks, awards, and banquets, tied with cheap season tickets. The pep squad was third in percentage for the A class, and "many teams, many games," was third for Class B.

Table 43

Relation of Enrollment of High School to the Athletic Advertising
Mediums in Minnesota

Mediums	Number of Class A High Schools with the Following Enrollments Naming the Designated Medium					Total	Percentage of the Grand Total
	Under 50	100-200	200-300	Over 300			
Local newspaper	6	2				2	2.0
Local posters	6	9	14	6		35	37.0
Local school paper	2	7	9	1		19	21.0
Local letters to school patrons		1	4	2		7	7.0
Large sign down town				1		1	1.0
Papers, posters, hand			2	2		4	4.0
Papers, poster, phone			1			1	1.0

Table 43 (Continued)

Number of Class A High Schools with the Following Enrollments Naming the Designated Medium						
Mediums	Under 50	50-75	75-100	Over 100	Total	Percentage of the Grand Total
Advertising, banners, parades				2	2	2.0
Papers, pep meetings	1	3	4	2	10	12.0
Announced in school rooms	1	1			2	2.0
Sales by various groups		3	4	2	9	10.0
Posters, county papers	1				1	1.0
Total	11	26	38	18	93	100.0
Number of Class B High Schools with the Following Enrollments Naming the Designated Medium						
Mediums	Under 100	100-200	200-300	Over 300	Total	Percentage of the Grand Total
School papers		3	3		6	9.0
School papers, students		1			1	1.5
School and local electric signs				1	1	1.5
Ditto theatre slides			1	1	2	4.0
School and local posters		9	7	2	18	27.0
Papers (school and local), mimeographed notices to parents		1	3	1	5	7.5
Local papers, posters, sidewalk painting	1	2			3	4.5
Local and school papers, posters, handbills	2	5	2	1	10	15.0
Local and city papers, posters		2			2	4.0
Local papers, pep meetings	2	3	2		7	9.5
Posters, announcements		1			1	1.5
Nothing	2	4	2	2	10	15.0
Total	7	31	20	8	66	100.0

Table 43 (Continued)

Number of Class C High Schools with the Following Enrollments Naming the Designated Mediums						Percentage of the Grand Total
Mediums	200-300	300-400	400-500	Over 500	Total	
Local newspaper, school newspaper, posters	3	8	4	18	33	54.8
Local newspaper, pep fests, parades	1		2		3	4.8
Local newspaper, electric signs booster tickets		1	1	2	4	7.4
Local paper, posters	5	4	3	4	15	25.0
Local paper, dodgers	2				2	3.2
Posters, bulletins to parents	1	1			2	3.2
Sidewalk advertising		1			1	1.6
Total	12	15	10	24	60	100.0

Modal Practice of Advertising Athletics

Mediums	Percentage of Schools in the Following Classes Advertising Athletics by the Designated Mediums		
	A	B	C
Newspapers, posters	37.0	27.0	25.0
Newspapers and school paper	21.0		54.8
Newspaper and pep meeting	12.0		
Newspaper, school newspaper, handbills		15.0	
Nothing		15.0	
Newspapers, pep meetings and electric signs			7.4

In the advertising of athletics, the highest percentage of all the schools in every class used the local newspapers, school newspapers, and handbills. Pep meetings ranked second.

Table 44

Relation of Enrollment of High School to the Responsibility for Athletic Advertising in Minnesota

Agent Responsible	Number of Class A High Schools with the Following Enrollments Making the Designated Agent Responsible				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Superintendent	4	9	17	7	37	49.1
Superintendent, student manager			1		1	1.3
Superintendent, student manager, coach			1	1	2	2.6
Superintendent, principal		1	1		2	2.6
Coach, principal		1			1	1.3
Coach	2	7	5	1	15	19.6
Coach, superintendent, student reporters, for local paper				1	1	1.3
Coach for students			3		3	3.9
Coach, principal, superintendent		1	3		4	5.3
Student, council			2	2	4	5.2
Girls' Pep squad		1	1		2	2.6
Faculty manager			1	3	4	5.2
Total	6	20	35	15	76	100.0

Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible

Agent Responsible	Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible				Total	Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300		
Superintendent	2	9	5	1	17	25.0
Superintendent, Coach		3	8		11	16.5
Superintendent, Faculty		1	1		2	3.0
Superintendent, Student manager		1	2	2	5	7.5
Superintendent, Faculty Manager	1	1			2	3.0

WESTERN BOND

Table 44 (Continued)

Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible	Under 100	100-200	200-300	Over 300	Total	Percentage of the Grand Total
Superintendent, His clerk		1			1	1.5
Superintendent, Students commercial department advertising		1	1		2	3.0
Superintendent, Coach, Sports reporter for school notes in local paper				1	1	1.5
Superintendent, Principal, Assistant student manager			1		1	1.5
Commercial department		2	2		4	6.0
Commercial department, Coach		1		1	2	3.0
Coach	1	4	6	4	15	22.5
Coach appoints someone interested who for some reason cannot play		1			1	1.5
Coach, Teams			1		1	1.5
Coach, Business manager		1			1	1.5
Coach, Principal	1				1	1.5
Total	5	26	27	9	67	100.0

Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible	200-300	300-400	400-500	Over 500	Total	Percentage of the Grand Total
Superintendent	4	2		1	7	11.5
Superintendent, Coach	1	2			3	4.5
Superintendent, Principal	1		2	2	5	8.0

Table 44 (Continued)

Agent Responsible	Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible					Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500			
Superintendent, Student manager		1				1	1.8
Superintendent, Principal, Coach		1				1	1.0
Superintendent, Principal, Coach, Student manager	2					2	3.6
Principal	1	3	3	4		11	17.8
Principal, Student reporters				1		1	1.0
Principal, Coach		2		3		5	8.0
Coach or Athletic director	2	3	2	5		12	19.5
Coach, Manager	1			2		3	4.5
Coach, Athletic Association High School	1					1	1.0
Faculty manager		1	2	4		7	10.0
Art teacher, sports editor		1				1	1.0
Faculty, Student manager				1		1	1.0
Athletic manager, Committee				3		3	3.8
Coaches, High School paper				1		1	1.0
Student advertisers and faculty publicity representative				1		1	1.0
Total	13	16	9	28		66	100.0
Modal Practice of Centering Responsibility for Athletic Advertising							
Percentage of Schools in the Following Classes Making the Designated Agent Responsible							
Agent Responsible	A		B		C		
Superintendent	49.1		25.0		12.5		
Coach	19.6		22.5		19.5		
Coach, Principal, Superintendent	5.3						
Superintendent, Coach			16.5				
Principal					19.8		

Table 44 (Continued)

Number of Class A High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible	Under 50	50-75	75-100	Over 100	Total	Percentage of the Grand Total
Benefits, carnivals, plays	3	7	1	3	14	21.0
Petty cash fund		1	1		2	3.0
Surplus in other sports			1		1	1.5
Total	9	27	19	11	66	100.0
Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible	Under 100	100-200	200-300	Over 300	Total	Percentage of the Grand Total
There are none	2	17	4	2	25	33.9
Board		14	5	2	21	28.8
Benefit programs	3	1		1	5	6.5
Surplus in one sport clears deficit in other	1	3	2		6	8.8
Board pays any under \$100		1			1	1.3
Draw from other high school treasuries			1		1	1.3
General activities fund		2	2	2	6	8.8
Just carried over	1	2	3	1	7	10.6
Total	7	40	17	8	72	100.0
Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible						
Agent Responsible	200-300	300-400	400-500	Over 500	Total	Percentage of the Grand Total
There are none	4	3	3	10	20	26.8
Loan from office	1				1	1.8
Spread over all activities	1	2			3	5.4
Student activity fund	2	1	2	4	9	17.2
Special donations, carnival	2		2	1	5	9.0

In most of the Class A and B schools, the superintendent was responsible for advertising the athletics, and in the Class C schools, the coach. The coach was second for Classes A and B, with coach, principal, superintendent, third for the A class, and superintendent, coach, third for Class B. Class C schools second and third choice were respectively, principal and superintendent, and faculty manager, tied.

Summary

In Minnesota, the superintendents of all three classes of schools bought athletic equipment. This was especially true of the smaller schools of Classes A and B. In the Class C schools, this responsibility was shared with the coach. When athletic equipment was given to the students, individual record cards were kept in many of the schools in all three classes. Other schools, as the equipment was given out, recorded it in a book. Just a few of the schools of Classes A, B, and C kept a history record of each piece of equipment. The coach was found to be responsible more than anyone else, for the equipment.

Very few schools in Minnesota gave sweaters for athletic awards. The most usual awards for all three classes of schools were letters. There were no set standards for issuing awards for each sport, in all three classes of schools or within each class.

The superintendent was in charge more than anyone else, of athletic finances for the schools of Classes A and B. In Class C, this responsibility was divided between the superintendent and the principal.

The most usual means in all classes of schools, for raising money for athletic purposes, was ticket sales. Many of the Class C schools sold activity tickets for the year.

In Minnesota, about fifty per cent of all the schools in Classes A, B, and C had their books audited. The School Boards audited the books more than anyone else, in all three classes. Athletic deficits were met by the School Boards in the majority of schools.

The most common means of securing public interest for athletic events was through advertising and the use of stunts. Again, in all three classes of schools, the most prevalent means for securing pupil interest was through pep meetings and pep squads.

School and local newspapers and posters were the outstanding mediums used for athletic advertising in schools of all classes. The superintendent assumed the responsibility for all phases of advertising, in the majority of schools in Classes A and B. This responsibility was delegated to the principal and coach in the schools of Class C.

CHAPTER 5

SPORTS AND HEALTH

One of the objectives for extra-curricular activities in the schools is to provide an opportunity for students to expand, to give them a balanced development. It is said that only a few students receive the opportunity for participation in these activities outside of the classroom. In order to justify the expenditures of time and money given for extra-curricular activities, a large percentage of the student should participate in them. Provisions should be made to offer a range of extra-curricular activities, so as to allow for individual differences. How successfully have the Minnesota schools solved this problem?

A sane athletic program is one which demands students to be physically fit for sports in which they engage. Through the use of health examinations, an attempt should be made to direct students to the type of athletic activities best suited to their physical conditions.

Since physical health is a pre-requisite to mental health, are the financial responsibilities for medical service accepted by the local taxing units in Minnesota? The tables in this chapter indicate the status of Minnesota schools regarding solution of these problems.

Table 45

Relation of Enrollment of High School to the Health Agencies Within
the Schools in Minnesota

Number of Class A High Schools with the Following Enrollments Having the Designated Health Agency						
Health Agency	Under 50	50-75	75-100	Over 100	Total	Percentage of the Grand Total
Nurse						
Part time		10	9	5	24	86.0
Full time		7	2	2	4	14.0
Total		10	11	7	28	100.0
Doctor						
Part time		7	10	3	20	80.0
Full time		2		3	5	20.0
Total		9	10	6	25	100.0
Dentist						
Part time			4	4	8	100.0
Full time						
Total			4	4	8	100.0
Number of Class B High Schools with the Following Enrollments Having the Designated Health Agency						
Health Agency	Under 100	100-200	200-300	Over 300	Total	Percentage of the Grand Total
Nurse						
Part time	1	9	7	3	20	100.0
Full time						
Total	1	9	7	3	20	100.0
Doctor						
Part time		9	6	3	18	90.0
Full time		2			2	10.0
Total		11	6	3	20	100.0
Dentist						
Part time		5	4	2	11	100.0
Full time						
Total		5	4	2	11	100.0

Table 45 (Continued)

Health Agency	Number of Class C High Schools with the Following Enrollments Having the Designated Health Agency					Percentage of the Grand Total
	200-300	300-400	400-500	Over 500	Total	
Nurse						
Part time	3	6	3	17	29	74.0
Full time	3	3	1	3	10	26.0
Total	6	9	4	20	39	100.0
Doctor						
Part time	5	4	4	8	21	95.0
Full time	1				1	5.0
Total	6	4	4	8	22	100.0
Dentist						
Part time	2	1		5	8	80.0
Full time				2	2	20.0
Total	2	1		7	10	100.0
Modal Practice of Having Health Agencies Within the Schools						
Percentages of Schools in the Following Classes Having the Designated Health Agencies						
Health Agency	A			B		C
Nurse						
Part time		86.0		100.0		74.0
Full time		14.0				26.0
Doctor						
Part time		80.0		90.0		95.0
Full time		20.0		10.0		5.0
Dentist						
Part time		100.0		100.0		80.0
Full time						20.0

All classes of schools had agencies for protection of health. The part-time nurse, part-time doctor, and part-time dentist were far in the lead of the full-time health workers.

Table 46

Relation of Enrollment of High School to the Responsibility for Financing
Health Agencies in Minnesota

Agent Responsible	Number of Class A High Schools with the Following Enrollments Making the Designated Agent Responsible				Total	Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100		
Board of Education		2	5	3	10	26.0
County		5	2	3	10	26.0
County, local			2		2	5.0
County nurse, student part time		2	2		4	10.5
Free		1	3	5	9	22.5
Parent Teachers Association				1	1	2.5
Government aid				1	1	2.5
Athletic fund			1	1	2	5.0
Total		10	15	14	39	100.0

Agent Responsible	Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible				Total	Percentage of the Grand Total
	Under 100	100-200	200-300	Over 300		
Free		6	4	3	13	26.3
Red Cross		2	1		3	6.3
Students pay		8	5	3	16	36.3
County	1	3	4		8	16.4
County nurse, village health officer			4		4	8.4
District		2			2	4.2
Athletic receipts				1	1	2.1
Total	1	21	18	7	47	100.0

Agent Responsible	Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible				Total	Percentage of the Grand Total
	200-300	300-400	400-500	Over 500		
Athletic Association				1	1	2.3
Board of Education	6	9	6	14	35	84.0
E. R. A.				1	1	2.3

Table 46 (Continued)

Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible							Percentage of the Grand Total
Agent Responsible	200-300	300-400	400-500	Over 500	Total		
School and Mayo clinic				1	1	2.3	
Auxiliary fund	1				1	2.3	
Gratis	2				2	4.5	
County nurse, Board of Education	1				1	2.3	
Total	10	9	6	17	42	100.0	
Modal Practice of Centering Responsibility for Financing Health Agencies							Percentage of Schools in the Following Classes Making the Designated Agent Responsible
Agent Responsible	A		B		C		
Board of Education	26.0				84.0		
County	26.0		16.4		2.3		
Free	22.5		26.3		4.5		
Students pay			36.3				

The Board of Education financed the health agencies in most of the schools of Classes A and C. The students paid in most of Class B schools. The county supported the second group of Class A and ranked third in the support of Classes B and C. The agencies were maintained free of charge for the second group in Classes B and C and for the third group of Class A.

Table 47

High Schools Which Conduct Health Examinations in Minnesota

Enrollment	Number of Schools of the Designated Enrollments in the Following Classes which Do or Do Not Conduct Health Examinations					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
Under 50	10					
51 - 75	20	2				
76 - 100	24	4	3	2		
101 - 200	12		40	6		
201 - 300			8	2	13	1
301 - 400			2		10	1

Table 47 (Continued)

Enrollment	Number of Schools of the Designated Enrollments in the Following Classes which Do or Do Not Conduct Health Examinations					
	A		B		C	
	Do	Do Not	Do	Do Not	Do	Do Not
401 - 500					8	
Above 500					21	1
Total	66	6	53	10	52	3
Percentage of the Total	92%	8%	85%	15%	95%	5%

Almost all of the schools in the three classes conducted health examinations; however, a small percentage of them did not.

Table 48

Relation of Enrollment of High School to the Responsibility for Financing Health Examinations in Minnesota

Agent Responsible	Number of Class A High Schools with the Following Enrollments Making the Designated Agent Responsible					Percentage of the Grand Total
	Under 50	50-75	75-100	Over 100	Total	
Free	1	5	10	2	18	22.8
Minnesota Public Health	1	3	1		4	5.8
Pupils pay			2	2	4	5.8
Red Cross	2	2	1	2	7	8.4
Athletic Fund		3	9	2	14	17.8
Parent Teachers Association and Board		1		1	2	2.4
County nurse	1	2	6	1	11	13.2
Board of Education	4	6	8	1	19	23.8
Total	9	22	37	11	79	100.0

Table 48 (Continued)

Number of Class B High Schools with the Following Enrollments Making the Designated Agent Responsible							Percentage of the Grand Total
Agent Responsible	Under 100	100-200	200-300	Over 300	Total		
Board		11	4	3	18	34.2	
Free	1	7	3		11	20.5	
Red Cross		5	5		10	19.0	
County nurse	1	3	2		6	11.7	
Pupils pay, doctors give special rates			1	1	2	3.8	
State		1	1		2	3.8	
Parent Teachers Association				1	1	1.9	
Athletic Association				2	2	3.8	
Coaches or E. R. A. nurse do examining			1		1	1.9	
Total	2	27	17	7	53	100.0	

Number of Class C High Schools with the Following Enrollments Making the Designated Agent Responsible						Percentage of the Grand Total
Agent Responsible	200-300	300-400	400-500	Over 500	Total	
School board	5	6	6	12	29	56.3
Doctors donate services	2	4	2	5	13	24.7
E. R. A.				1	1	1.9
Given by teachers or county nurse		1	1	1	3	5.7
County organization	1				1	1.9
Paid by students	2		1		3	5.7
Red Cross	2				2	3.8
Total	12	11	10	19	52	100.0

Modal Practice of Centering Responsibility for Financing Health Examinations			
Percentage of Schools in the Following Classes Making the Designated Agent Responsible			
Agent Responsible	A	B	C
Board of Education	23.8	34.2	56.3
Free	22.8	20.5	24.7
Athletic funds	17.8		

Table 48 (Continued)

Modal Practice of Centering Responsibility for Financing Health Examinations Agent Responsible	Percentage of Schools in the Following Classes Making the Designated Agent Responsible		
	A	B	C
Red Cross		19.0	
County Nurse			5.7
Paid by students			5.7

These examinations were financed in every class of school by: first, the board of education; second, free service; and third, the athletic fund for Class A schools, the Red Cross for Class B, and either by the county nurse or by payment from the students for the Class C.

Table 49

The Relation of Size of High School to the Number of Interscholastic Sports Played in Class A Schools

Sport	Number of Schools in Class A High Schools of the Following Enrollments Who Engaged in the Designated Sports				
	26-50	51-75	76-100	101-125	Total
Baseball	1	7	7	10	24
Basketball	5	18	24	14	59
Diamondball		1	1		2
Football			4	7	11
Girls basketball			1		1
Soccer		1			1
Softball	1	5	5	2	13
Touchball		3	1		4
Track	3	7	14	8	32

Table 49 shows that the smaller schools in Class A competed in very few sports. Basketball was the only constant sport appearing in all four divisions of enrollment into which the Class A schools were separated.

Table 50

The Relation of Size of High School to the Number of Interscholastic Sports Played in Class B Schools

Sport	Number of Schools in Class B High Schools of the Following Enrollments Who Engaged in the Designated Sports				Total
	Under 100	100-200	201-300	Over 300	
Baseball	4	20	3	1	28
Basketball	6	39	9	2	56
Football	1	25	8	2	36
Girls basketball	1				1
Golf		2			2
Softball		1			1
Tennis		1			1
Track	2	17	8	1	28

Table 50 shows that basketball was the most popular sport in the Class B schools, while football ranked second in popularity, and track third.

Table 51

The Relation of Size of High School to the Number of Interscholastic Sports Played in Class C Schools

Sport	Number of Schools in Class C High Schools of the Following Enrollments Who Engaged in the Designated Sports				Total
	200-300	300-400	400-500	Over 500	
Baseball	2	4		4	10
Basketball	11	11	4	25	51
Football	7	11	4	25	47
Golf	1	2	2	4	9
Hockey				5	5
Softball	2	3	1	3	9
Swimming	1	2		6	9
Tennis		2	2	3	7
Track	7	8	3	19	37

Table 51 points out that basketball, football, and track are the sports which were most actively engaged in by schools of Class C.

Table 52

The Relation of Size of High School to the Number of Intramural
Sports Played in Class A Schools

Sport	Number of Schools in Class A High Schools of the Following Enrollments Who Engaged in the Designated Sports				
	26-50	51-75	76-100	101-125	Total
Archery		1	1		2
Baseball	3	4	4	2	13
Basketball	4	16	30	8	58
Chess and checkers		1		1	2
Football	1		1		2
Girls basketball		2	1	1	4
Girls Softball			1		1
Girls volleyball			1	1	2
Ping pong		1	1	1	3
Soccer	1	2	6	2	10
Softball	3	13	13	7	36
Tennis	1	2		1	4
Touchball	1				1
Track	1	8	4	2	15
Tumbling			1	1	2
Volleyball	1	9	19	7	36

Table 52 shows the number of intramural sports played in Class A schools, which are listed according to enrollment within the group. Basketball and softball were found to be the most popular.

Table 53

The Relation of Size of High School to the Number of Intramural
Sports Played in Class B Schools

Sport	Number of Schools in Class B High Schools of the Following Enrollments Who Engaged in the Designated Sports				
	Under 100	100-200	201-300	Over 300	Total
Baseball	4	12	1		17
Basketball	5	33	8	2	48
Football	2	8	1		11
Girls basketball		8	2		10

Table 53 (Continued)

Sport	Number of Schools in Class B High Schools of the Following Enrollments Who Engaged in the Designated Sports				Total
	Under 100	100-200	201-300	Over 300	
Girls softball		3	2		5
Miscellaneous*		3	1		4
Soccer		3	2	1	6
Softball	3	21	1	1	26
Tennis	1	1	2	2	6
Touchball		7	1	1	9
Track	2	14	2	1	19
Volleyball	1	9	2		12

*Miscellaneous includes calisthenics, play day, horseshoe, and ping pong.

Table 53 shows the number of intramural sports played in Class B schools, which are listed according to enrollment within the group. Basketball, softball, and track were the most popular sports.

Table 54

The Relation of Size of High School to the Number of Intramural Sports Played in Class C Schools

Sport	Number of Schools in Class C High Schools of the Following Enrollments Who Engaged in the Designated Sports				Total
	200-300	301-400	401-500	Over 500	
Baseball	3		1	3	7
Basketball	11	8	4	20	43
Football	1		2	6	9
Hockey			2	5	7
Miscellaneous*	3	2	2	7	14
Soccer	1	1		2	4
Softball	7	1	1	11	20
Swimming			1	3	4
Tennis	2	3	2	7	14
Touchball				4	4
Track	3	2	2	10	17

*Miscellaneous includes girls basketball, softball, track, and tennis; speed skating, gymnasium team, bicycling, boxing, archery, field days, golf, horseshoe, polo, and wrestling.

Table 54 shows the number of intramural sports played in Class C schools, which are listed according to enrollment within the group. Basketball, tennis, and track were the most popular sports.

Basketball was played with other schools in all three classes. It was the most consistently played interschool game. Baseball with other schools was played by about half of the Class B schools, by a smaller number of Class A, and by about one-fifth of the Class C schools, by fewer of the Class B schools, and by a very few of the Class A group. Softball was played very little with other schools. Touchball and diamondball were played by Class A schools with interschool competition, and not at all by other schools. Volleyball was not played with other schools. About half of the schools in all of the classes participated in track. Soccer was played in a small number of Class A schools. Swimming and hockey were interschool sports for the Class C schools alone. Tennis and golf were played with other schools in the B and C classes. Girls' basketball was played with other schools in the A and B schools. Ping pong, archery, chess and checkers, tumbling, girls' volleyball, and girls' softball were not played with other schools.

Intramural sports and activities were found in all of the schools. They were as follows: basketball, again the most popular game played by all three classes of schools, was found; baseball was participated in by all groups of schools; football was an intramural activity for a very few in the A class, but for more in the B and C classes; softball was played in about half of each class. Touchball was engaged in to a slight extent in all groups. Diamondball was not found as an intramural activity. Volleyball, track, and soccer were discovered in all divisions.

Swimming and hockey were seen in the Class C schools' activities. Tennis and golf were intramural athletics for Classes B and C. Ping pong, archery, chess and checkers, and tumbling were Class A schools' activities. Girls' basketball and girls' softball were played in Classes A and B schools (Tables 49 to 54).

Summary

At the present time, health service may be found in all of the schools of Classes A, B, and C in Minnesota. Most of the Class A schools had the services of part time nurses, doctors, and dentists. The Class B schools offered the same services. Most of the schools in Class C had the same type of health service as those of Classes B and C. A few Class C schools had nurses, doctors, and dentists employed full time, while some had full time nurses, with part time doctors and dentists.

The schools in Minnesota were found to offer a wide range of interscholastic and intramural activities. In all the Classes A, B, and C, there were more intramural than interscholastic sports. Within the individual schools of each class it was noticed that more students participated in the intramural activities. Basketball was the most consistently played interscholastic and intramural game. Football as an interscholastic game was played in the larger schools. Track was found to be popular in all of the classes of schools. Softball was played as an intramural game in all three classes of schools and was also an interscholastic game for the Class A schools.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

From the facts disclosed in the compiled summary, there are some interesting findings which are worthy of comment. They point out that the superintendent holds the major role in the administration, organization, and control of athletics. This is readily understood to be true in the small school, for many of them have no man teacher other than the superintendent himself. The duties of the coach for this reason naturally devolve upon the superintendent. With such duties he accepts all the responsibilities associated with athletics.

Again, in the small school, the coaching is thrust upon some man teacher as his share of the extracurriculum activities. He may not be interested in coaching, but the job becomes his. He accepts and executes its duties as a chore. At the first opportunity, he is ready to give this job over to someone else. At this point, the superintendent finds himself assisting the coach whenever he can, in order to maintain the standards and traditions of the school. A coach of this sort offers little or no suggestions for improvement of any kind. The care of equipment, the pupil and public interest, the management and control of finance, must all be closely directed and supervised by the superintendent if they are to be done efficiently and economically. If neither the superintendent nor coach have athletic interest, it is apparent that this department will not function well.

Other young superintendents are apt to be over-zealous for athletics. Such would be the case of a coach or an ex-star who has

gravitated into the administrative field. It is easy for either one of them to dominate the entire athletic situation in the school. Nevertheless, as these men receive promotions they must learn to delegate responsibilities.

The larger schools have experienced, mature men as coaches. The high school principals, too, are trained and experienced executives. The members of the athletic department and the high school principal are much closer than the superintendents to the problems of athletics in these schools. It seems that the responsibility should fall on the coach or athletic director, who in turn should work in close harmony with the principal. By working out their problems jointly when they have been entrusted with the proper responsibilities to do so, it appears that effective and constructive development would be the result. By surrendering these prerogatives, the superintendent will have more time to employ himself in other pursuits which are more in line with his professional training. The shifting of responsibility would have a stimulating effect upon physical education teachers.

Immediately after the World War, teachers of all kinds were in demand. In addition, there was an immense turnover each year. It is quite fair to assume that the present superintendents of almost all the Class B and Class C schools were at that time novices in school work, either as teachers or as superintendents in the Class A group. They were forced by the emergency to direct many school activities which now are delegated, because the teaching personnel at this time is more experienced and trained to assume additional responsibilities.

This survey reveals that more authority should be extended to the athletic director or coach. At present all the Class C schools have qualified physical education teachers with majors or minors in their field. The same is true in most of the Class B and some of the Class A schools. The fact that these teachers are trained for this specialized work indicates that they are primarily interested in it. At the present rate it will be but a short time until qualified physical training teachers will be available for all schools. Every effort should be made to motivate and guide them to grow in all aspects of athletic administration.

It is impossible to develop inter-school competition to the extent that everyone in a school may be represented on some athletic team. There will always be those who are not sufficiently physically fit to meet the strain and tension of competitive athletics. There will be those who do not care to qualify beyond the intramural level, while still others would like to be members of competitive teams if they could qualify. Students in these latter groups should find other things in which to become interested.

There are student functions which require leadership and afford splendid training in their execution. Among such activities the student athletic manager holds an important role. This survey shows that student managers are very common. There is no check on the responsibilities delegated to these individuals. They no doubt vary in the different schools, depending on the ability of the students and the disposition of the school authorities in relation to student management. If

this plan is given a fair trial it should lead to better methods and selections for student participation.

In small schools the number of managers needed will always be few. Even here it would be well to have two assistant managers, one for equipment and one for finance, each directly responsible to the head manager. By having these assistants, there will always be someone acquainted with the important aspects of athletic management. The duties should be made as clear and definite as possible, allowing the students freedom of action within the limits of their delegated authority. Such a plan would encourage the students to develop initiative and pride in their. A faculty representative should be delegated to supervise the students' activities, more with the idea of offering suggestions than giving orders.

In establishing the policy of this management the faculty representative and the athletic department should have their policy formed so as to insure harmony in the performance of this work. The larger schools should have a manager for each sport, as the management of the equipment and finances are on a larger scale. The seasons are usually protracted. To illustrate, it is common for the large schools to have spring football, which extends the work of the football manager over the entire school year. Track coaches may have indoor track as well as outdoor. By having separate managers a larger number of students may receive managerial experience. Each task is big enough in itself, if it is to be done efficiently and well.

The manager should be responsible for all records, equipment, and finance. He should have the cooperation and assistance from the student body through its council. Records and accounts should be ready and open for inspection at all times during the season of his sport. Reports should be made to the student body. They should then be posted, so that reference may be made to them at any time. This would put their work on a high professional level and lend appreciation and respect to them. It would demand the best from anyone who voluntarily accepted such responsibility.

The means by which the student managers should be selected is a matter of conjecture. The more democratic the method used for selection, the more attractive it will be to students. The coach has the right to have the best available help. For this reason possibly some fair competitive method would encourage the most capable students to seek the offices. In any event, favoritism should be eliminated.

The scheduling of athletic games is a big task. This survey shows that the superintendents in Minnesota do most of the schedule making. There is lack of uniformity in athletic correspondence. In some schools it is all carried on by the superintendent; in others, by the coach or high-school principal. This provokes much unnecessary transfer of letters as outside schools have no record which indicates to whom correspondence should be directed. Why should not the coach manage his own correspondence? It is a common expression when visiting with an athletic coach, "I must go to see the superintendent," or again, "I must go to see the principal." When one learns of the little

insignificant details that he must present to these executives for decision, he sees how ridiculous the situation is. Why should not the athletic department, the superintendent, and the principal work out a policy for each sport, and then hold the coach responsible for its execution? This would dignify the position of the coach and relieve everyone of unnecessary details and disturbances. An excellent system for schedule making is suggested by the supervisor of athletics in the Detroit Recreation Department at Detroit, Michigan. He works it out for seven or eight teams, but it may be applied to as many as is desired.¹

When an athletic team makes its appearance before a group, the first noticeable thing is its equipment. If the equipment is clean and well kept, it immediately suggests good management. It also is proof that the community in which the school is located is financially supporting the school's activities. Good equipment minimizes accidents; this one factor alone justifies a school in buying the best. It also imbues confidence in the athletes and stimulates them to do their best.²

When athletic supplies are given out to students, they immediately become responsible for something which does not belong to them. If supplies are given out carelessly with little or no record made of them, the students are apt to be just as careless. It becomes an invitation for some students to steal, for they feel that a poor check offers a good chance to accomplish this without being caught. Just let this occur once, and the idea may spread to a large group. Each piece of equipment

¹H. G. Johnson, "Schedule Making," Scholastic Coach, Vol. (April, 1935), p. 26.

²E. W. Weber, "Management and Care of Athletic Equipment," Athletic Journal, Vol. 13 (February, 1933), p. 36.

as it is given out should be carefully recorded, and the student made responsible for its return. A student should be given a duplicate of this record to be returned with the supplies, while the original should be placed on file. Each piece of equipment history should be kept and recorded on the students' individual cards as they are given out. By having a record showing the condition of equipment as it is dispensed, there is established a criterion of what is to be expected when it is returned. This will impress on the students the importance of taking good care of their equipment.

This survey shows that in Minnesota, the schools are careless in their records of giving out supplies. Some of them keep just a partial record; others, none at all. Very few schools keep a history of equipment after it is purchased. It is interesting to observe that from the questionnaire a number of replies indicated plans to keep a history record of equipment hereafter.

"Equipment has to be replaced for two reasons: either it wears out or it is stolen. It takes proper care to prevent rapid wear-out; and an adequate system of checking out equipment to players and checking it in from them, combined with a safe storage place, decreases thievery. An organized storeroom must have shelves and bins where materials can be kept in an orderly manner."⁵

An alert physical education director or coach keeps in contact with new athletic equipment as it is placed on the market. He keeps abreast with prices and is always ready to take advantage of good purchase opportunities. This survey points out that the superintendents

⁵ Clarence Hines, "High School Equipment Room," Athletic Journal, Vol. 13 (October, 1932), pp. 14-16.

in most schools in Minnesota are the purchasing agents. Should not this authority be transferred to the athletic department? Why should not the coach be held responsible for all aspects of his department?

It is not so long ago that high schools in Minnesota were obliged to give members of athletic teams sweaters. The cost of this pressed heavily on athletic funds; it had an oppressing effect on the small schools, for they treid to keep in line with the established custom. This probably restrained many small schools from entering competitive athletics. Gradually this practice has lost its prestige. This survey indicates that there are just a few schools which keep this up. In place of the sweater, as an award, letters are now given. The basis upon which these awards are given has no uniformity in any schools of all three divisions nor in any given branch of athletics.

From studying the compiled summary of the questionnaire in Chapter 3, one can observe the wide range of practices. It is pathetic that there are almost as many plans for awards as there are schools. The schools of Rochester, Cloquet, and Bird Island all sent interesting point systems by which pupils qualify for their awards. These methods are all improvements over the common practices in our schools. The majority of award systems now in use require active participation in inter-school competition. In order to count toward an award some schools stipulate that participation must be in winning games or events. Is not this an overstress on victory? Should not some recognition be given for perseverance, character, attitudes, conduct? The high school at Auburn, Iowa, has a worthwhile point system for athletic

awards, designed for the small high schools with enrollments of less than one hundred.⁴

The management of funds raised by and for athletics presents a difficult problem in all schools. Good management of these funds is a challenge to the students to contribute their best effort for its success. There is no better place to teach students financial responsibility than right in school, in activities with which they are closely associated. In every school students may be found who are anxious to assist in the control of funds which function for school enterprises. They are able to do good work if they receive the proper encouragement, guidance, and advice. Why should not the high school student be represented in this management which pertains to him so closely? In Minnesota, this function is absorbed by the superintendent. This autocratic control robs the students of activity which is and should be of vital interest to them.

From the writer's experience, he has found that some superintendents are not as careful and judicious in using the athletic funds as they might be. Student bodies have really had a right to question their integrity when no reports of purchases or expenditures have been made to them, often either no funds or a deficit have been found at the end of the year. Such silence and lack of explanation provoke justifiable suspicions. The superintendent should be just as responsible to the student body as the student body is to him. When students administer funds, they must invariably make satisfactory periodic reports to both

⁴ Harry Emerson, "A Point System for Athletic Awards," Athletic Journal, Vol. 13 (November, 1932), pp. 30, 46.

superintendent and student body.⁵ Summarized reports interest everyone in a school. They are valuable in that they show just what the money has been spent for. They may be used to show the net gains or losses from games as they occur. Over a period of years they may be used to show general trends in athletics, and thus may be used in establishing athletic budgets.

Why should not the superintendent be responsible in the same manner as students are? Student reports spur pupil interest; they may be used as a basis to arouse support for cooperative action when funds get low. Pupil confidence is necessary if successful efforts for raising money are to be accomplished. They want to know, and they have a right to know, how their money is spent.

The proceeds from ticket sales are the main source from which athletics in our schools receive support in Minnesota. Raising money by other means is distinctly a community problem. In the first place, the size of a school conditions the projects which may be carried on by it. For a small school to spend effort and money to put on a carnival, for instance, may not be warranted. One school may have the equipment to do a certain thing, whereas another may not. In some communities the public may look to the school for its entertainment from student activities. Other communities may have aggressive organizations within them, which command the support of their functions. A school with a divided public interest cannot expect to have its activities thrive as successfully as one with a unified interest. It is for the schools to make their plans with good judgment. It is for them to do

⁵H. M. William, "The Value of Athletic Reports," Scholastic Coach, Vol. (January, 1934), pp. 12-14, 28.

the things which will bring the most enthusiastic response and support from the community with the least amount of expense. In time a school's activities should be able to hold first place in the public's attention.

It is good business practice to have athletic accounts audited. In Minnesota there are still schools which do not do this. The larger schools, it seems, have adopted the practice more than the smaller ones. The Class B schools still have a larger percentage which do not than which do have accounts audited. School executives should want this done regardless of who is in charge of the account. This is especially so in Minnesota where superintendents in most instances, are in charge. It is generally agreed that school athletic accounts should be audited. If so, who should do this? In Minnesota it is found to be the most common practice to have the school board do it. It does not seem fair that this task should be thrust upon them. In the first place, it is possible that there is no one on the board capable of doing this task satisfactorily. It may be politically expedient for board members not to disclose discrepancies in the accounts, even though they are aware of them. The audit should be made by a group who are acquainted with and interested in a school athletic fund. Teachers are as close to this situation as anyone and should be capable of making an intelligent audit. Students, too, should be represented on this committee, that they may present their points of view. A committee of four, two teachers, and two students, should make an ideal group for an audit of these accounts. In a department store or any other business agency, each department is struggling to be self-supporting. New divisions may show deficits, but as soon as a fair trial has been given, a department must show earnings,

or else drop out. Within the classified high schools of Minnesota, the average school maintains more than two sports. It is a practice of many of them to support athletic activities which are not capable of caring for themselves from funds taken in by those which are capable of earning a surplus. In effect, this may be justified. Just the same, each account should be kept separately. The students should know the costs of the various sports, in order to have a proper appreciation of it. Then if by necessity a sport must be dropped on account of shortage of funds, they understand. If they want the activity to continue, it becomes their problem to devise means to warrant its existence.

Public and pupil interest in school athletics are closely connected. If the students are enthusiastic and deeply concerned in the welfare of their athletic teams and intramural activities, the public becomes readily affected by their enthusiasm. This is the best form of publicity, as most families identify their interests with those of their children. It is easy to bring public and student interest for athletics to a climax, when schools have good teams of any sort. It is easy for them to maintain self-support. Nothing needs to be done to arouse enthusiastic interest. The problem is to develop an interest that is constant and avoid the excessive ecstasies that come with a good team after a period of low interest.

In Minnesota, advertising through the school and community newspapers is the most effective way to keep athletics before the public. "Pep meetings" seem to be the most accepted method to create pupil interest. Coaches usually are aware of the probable success of their

athletic teams. Pupil and public interest may be maintained by interesting and well worked out "pep meetings" preceding the games. There are always students who are ready to take part in novel things to entertain the public. At the same time, the public enjoys pupil activities when they are well planned.

Schools in Minnesota have devised innumerable means to attract pupil and public interest. Publicity of school athletics is a function which should be performed by the students. The organization should be carefully planned by the superintendent, the high-school principal, members of the athletic department, and other faculty representatives, who in turn are to direct the student publicity. In this way, the types of publicity can be easily controlled and directed toward the fulfillment of organized plans. The student organizations can each be given a full picture of the mission they are to perform, and at the same time be shown the importance of their duties in relation to the whole plan. When one sees a school which lacks a real interest in its affairs, that can usually be traced to the fact that the students have not been entrusted with their share of responsibilities. Here is an opportunity for the superintendent to shift all athletic publicity to the students.

From this survey it is apparent that the schools in Minnesota have the advantage of part- or full-time health service, including the nurse, doctor, and dentist. The larger schools have health departments offering full-time service. This means that the public has been made conscious of the need of organized health service in the school and has accepted it as a necessity. Private organizations such as parent-teacher associations and Red Cross units have worked hard for the extension of of health service in the schools.

The survey points out that at this time the cost of health service is being assumed by the school boards of the respective communities more than by any one other means. In time, the slower and more conservative communities will fall into line with the majority and accept health expenditures as legitimate for the expenditure of school funds. The future value and growth of health service in the schools depends upon how well the school executives organize their work. There should be a close connection between the health and physical training departments, because they are both agencies for the promotion of health. For this reason, they should be closely co-ordinated. They should cooperate well with one another. The best way to insure harmony for these organizations which have common objectives, and which by necessity must work together, is to have definite and well worked out policies, so that each division may understand well the part it is to do, without encroaching on the duties of others. Well planned schedules for the health department are an absolute necessity, so that everyone may contribute a full service with a minimum loss of school time to the student.

Table 6 shows a distribution of competitive and intramural games which are played in the schools of Minnesota. The extent of intramural games played reveals that this form of athletics is popular. The success of intramural athletics, in the small school especially, is contingent on the success of competitive athletics, as much of the equipment used for it is paid for from the profits of competitive sports. It is apparent that boys and girls cannot all be members of competing teams. Intramural athletics offer the same benefits to the boy or girls who participates in them as do inter-school athletics.

With the interest which this survey shows for intra-mural athletics in Minnesota schools, it should be the ultimate goal for physical training teachers to interest everyone in at least one intra-mural or competitive activity.

In Minnesota, the state Athletic Association publishes a handbook of rules. This is sent out to all the schools which are members of the Association. Coaches, principals, and superintendents refer to it constantly. It is used definitely as a guide, to determine eligibility and other standards which have been established by the Association.

It is apparent that there are many administrative procedures which may be improved, such as the awarding of letters, the making of schedules, and the auditing of accounts. By extending the services of the state Athletic Association to administrative research, recommendations for improvement could be made each year by the use of the handbook. This would in time develop standardized practices for the improvement of the athletic departments of the Minnesota schools.

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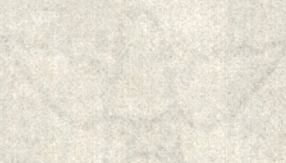
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APPENDIX



CHESTERMAN BOND

Copy

Mountain Iron, Minnesota
May 9, 1935

Dear Sir:

For a Master's Thesis, I have chosen a subject which necessitates a sampling of distinct information from schools within the various divisions, set up by the State Department of Minnesota. The title of my thesis is "Organization and Business Management of High School Athletics." In application, it is to have special reference to Minnesota.

Enclosed with this letter is a questionnaire, which I would like very much for you to fill out and return to me. My success in this undertaking depends much on your response. May I please have your cooperation in this matter?

Yours sincerely,

Copy

QUESTIONNAIRE FOR ORGANIZATION AND MANAGEMENT OF HIGH SCHOOL ATHLETICS
IN MINNESOTA

School _____ Town _____ State _____
Class of School _____ Number in High School _____
Filled out by _____ Position _____

A. Organization.

1. Who is responsible for the set-up of organization of athletic activities? Superintendent? _____ Principal? _____ Coach? _____ Faculty? _____ Others? _____
2. Who is responsible for policies in management in high school?

3. Who draws up rules for athletic organizations?

4. Do you have a separate student manager and faculty advisor for each sport?

5. For all sports?

6. Do you have a faculty and student council governing all sports?

7. How are these managers and councils selected?

8. How many coaches with Physical Education majors or minors do you have?

B. Schedules

1. Who is in charge of scheduling games?

2. Who determines number of games to be played in each sport?

C. Equipment

1. Who is responsible for new equipment?

2. Who determines when goods should be discarded?

3. What do you do with discarded goods?

4. Who repairs athletic goods?

5. What records do you take when giving out equipment?
Individual cards? _____ Duplicate cards? _____ Listed
in book? _____ Just given out? _____
6. Do records show condition of equipment?

7. Does each piece of equipment have a history kept showing when purchased?

8. Do you make inventories at end of each season's sport?

9. Who is in charge of athletic equipment?

10. Do you give sweaters for any sport?

11. If so, how many do you allow?

12. For what activities do you give letters?

13. What must a player do to earn a sweater or letter in
football? _____
in Basketball? _____
in Baseball? _____
in Swimming? _____
in Track? _____
in Other sports? _____

D. Finance and Advertising

1. Who manages the finances of high school athletics?
Superintendent? _____ Principal? _____ Coach? _____ Student
representatives? _____
2. How are finances raised for athletics? Ticket sales? _____
Season tickets? _____ Carnivals? _____ Other Means? _____
3. Are the books audited? _____
4. If so, by whom? _____
5. Are deficits met for each sport separately? _____
6. How are deficits cared for? _____
7. What is done to develop public interest and support for high
school athletics? _____
8. What is done to develop pupil interest in athletics? _____
9. What mediums do you use for advertising athletics?
Local newspaper? _____ School newspaper? _____ Posters? _____
Other means? _____
10. Who is responsible for advertising athletics? _____

E. Health

1. What agencies within your school do you have for protection of
health?
 - a. Nurse? _____
Full time? _____
Part time? _____
 - b. Doctor? _____
Full time? _____
Part time? _____
 - c. Dentist? _____
Full time? _____
Part time? _____
2. If so, how are they financed? _____
3. Do you conduct health examinations? _____
4. If so, how are they financed? _____

F. Sports

1. Check the activities in which you compete with other schools:
Football _____ Basketball _____ Baseball _____ Swimming _____ Track _____
Others _____
2. How many participate in inter-scholastic football? _____
basketball? _____ swimming? _____ baseball? _____ track? _____
others? _____
3. Name your intramural athletic activities _____
4. How many participate in each intramural activity? _____