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## A Study of The Financial Problems of High School Athletics in North Dakota

Richard George Koppenhaver

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A STUDY OF THE FINANCIAL PROBLEMS OF  
HIGH SCHOOL ATHLETICS IN NORTH DAKOTA

16

A Thesis

Submitted to the Faculty of the Graduate School  
of the  
University of North Dakota

by

Richard George Koppenhaver

In Partial Fulfillment of the Requirements  
for the Degree of  
Master of Science in Education

August

1954



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This thesis, submitted by Richard George Koppenhaver in partial fulfillment of the requirements for the degree of Master of Science in Education, is hereby approved by the Committee of Instruction under whom the work has been done.

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R. G. K.



## TABLE OF CONTENTS

CHAPTER	Page
I PROBLEM AND ITS BACKGROUND . . . . .	1
Statement of the Problem . . . . .	1
Procedure . . . . .	1
Classification of Schools . . . . .	1
Background of the Problem . . . . .	2
II EQUIPMENT . . . . .	9
III COMPETITION AND TRANSPORTATION . . . . .	18
IV ATTENDANCE AND CONSTRUCTION . . . . .	23
V SUMMARY AND CONCLUSIONS . . . . .	30
Restatement of the Problem . . . . .	30
Summary of the Findings . . . . .	30
Conclusions . . . . .	35
Recommendations . . . . .	36
BIBLIOGRAPHY . . . . .	37
APPENDIX . . . . .	
A. . . . .	39
B. . . . .	41



# LIST OF TABLES

TABLE		Page
I	FREQUENCY OF PURCHASE OF BASKETBALL UNIFORMS . . . . .	10
II	FREQUENCY OF PURCHASE OF FOOTBALL UNIFORMS . . . . .	11
III	FREQUENCY OF PURCHASE OF NEW TRACK UNIFORMS . . . . .	12
IV	FREQUENCY OF PURCHASE OF BASEBALL UNIFORMS . . . . .	13
V	NUMBER OF SETS OF BASKETBALL UNIFORMS . . . . .	14
VI	NUMBER OF SETS OF FOOTBALL UNIFORMS . . . . .	15
VII	COST OF CLEANING UNIFORMS . . . . .	15
VIII	COST OF REPAIRING UNIFORMS . . . . .	16
IX	METHODS OF FINANCING UNIFORM PURCHASES . . . . .	17
X	METHODS EMPLOYED IN DISPOSING OF UNIFORMS FOLLOWING PURCHASE OF NEW ONES . . . . .	17
XI	METHODS OF TRANSPORTATION USED BY ATHLETIC SQUADS . . . . .	19
XII	TRANSPORTATION COSTS . . . . .	20
XIII	COMPETITION WITH OUT OF STATE TEAMS . . . . .	21
XIV	PARTICIPATION IN OUT OF STATE GAMES . . . . .	21
XV	SPORTS PARTICIPATED IN SCHOLASTICALLY IN WHICH LETTERS ARE AWARDED . . . . .	22
XVI	PRESENT PLANT CONSTRUCTION DATES . . . . .	24
XVII	DISTRIBUTION OF COMPLIMENTARY TICKETS . . . . .	25
XVIII	NUMBER OF ATHLETIC ACTIVITY TICKETS PURCHASED BY STUDENTS.	25
XIX	COST OF STUDENT ATHLETIC ACTIVITY TICKETS . . . . .	26
XX	SPORTS THAT LOSE MONEY . . . . .	26
XXI	COST OF AWARDS . . . . .	27
XXII	SALARIES OF COACHES IN NORTH DAKOTA HIGH SCHOOLS 1951 . .	28
XXIII	SALARIES OF COACHES IN NORTH DAKOTA HIGH SCHOOLS 1954 . .	29



## CHAPTER I

### PROBLEM AND ITS BACKGROUND

This chapter will present the problem, the procedure followed to collect the data for the study and the background of the problem.

#### Statement of the Problem

This study was made in an attempt to answer the following questions: What are the problems of the athletic director in North Dakota concerning athletic equipment? What are the problems concerned with interscholastic competition? What are the problems concerning construction of new athletic facilities?

It is hoped that the results will be of value to coaches in the state in evaluating their programs and in comparing their situations to other schools in their own classifications.

#### Procedure

Questionnaires were sent to 245 high school athletic coaches and athletic directors in the state of North Dakota. There were 134 questionnaires returned, or fifty-four per-cent. A short letter explaining the purpose of the study was enclosed along with a stamped, self-addressed envelope. Follow-up cards were sent to those coaches and athletic directors who did not return the questionnaires. Copies of the questionnaire and letter may be found in the appendix.

#### Classification of Schools

For athletic purposes schools in North Dakota are divided into classifications A, B or C, based on high school enrollments. Class C schools are those with enrollments up to 70. Class B schools have enrollments of 70 up to 250.



Class A schools are schools of 250 and over. The smallest Class A school has an enrollment of 217. The explanation for this is the fact that at the time of classification of high schools it was one of the larger ones and it has never been dropped from the list.

There seems to be a growing trend throughout the nation toward the classification of schools and players. Instead of a single state champion in individual sports there are tournaments for two or three types and sizes of schools. Examples of this are Catholic school championships in Chicago and other large cities and separate classes A, B and C championships in many states.

#### Background of the Problem

John H. Duckstad, in his thesis titled "The Organization and Business Management of High School Athletics in Minnesota," made the following conclusions regarding Minnesota in 1935:<sup>1</sup>

1. The superintendent holds the major role in the administration, organization and control of athletics.
2. The superintendent in the smaller schools is frequently the coach and must assume all the responsibilities related to the athletic program.
3. In the larger schools the athletic director and the coach are frequently divorced from the superintendent and they assume the responsibilities of the athletic program.
4. It is impossible to develop inter-school competition to the extent that everyone in a school may be represented on some athletic team.
5. This survey shows that most of the scheduling is done by superintendents.
6. Very few schools keep a record of equipment after it has been purchased.
7. Superintendents in most schools in Minnesota are the purchasing agents.
8. The majority of award systems now in use require active participation in inter-school competition.
9. The proceeds from ticket sales are the main source from which athletics in our schools receive support in Minnesota.

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<sup>1</sup>John H. Duckstad, The Organization and Business Management of High School Athletics in Minnesota, pp. 101-117. Master's thesis, University of North Dakota, 1935.



10. A school with a divided public interest cannot expect to have its activities thrive as successfully as one with a unified interest.
11. 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.
12. With the interest which this survey shows for intramural athletic contests in Minnesota schools, it should be the ultimate goal for physical training teachers to interest everyone in at least one intramural or competitive activity.

While many of these findings are true to a certain extent today it should be remembered that this study was compiled in 1935 and as such is of value mainly as a comparison between modern day North Dakota and Minnesota of twenty years ago.

Concerning equipment, E. W. Weber states in an article in the Athletic Journal:<sup>2</sup>

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

Regarding the purchase of new equipment Kenneth L. Meyer makes the following recommendations for buying procedure:<sup>3</sup>

1. Some person must determine what is to be purchased.

Usually this is the coach of the individual sport. He will make recommendations upon a report of an inventory of the equipment on hand.

2. The determining of what is to be purchased must be passed on to the person who is to place the order.

Here an additional step may be necessary if approval of some higher level is needed, or it may be eliminated outright if the

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<sup>2</sup> E. W. Weber, "Management and Care of Athletic Equipment," Athletic Journal (February, 1933)

<sup>3</sup> Kenneth L. Meyer, The Purchase, Care and Repair of Athletic Equipment. St. Louis: Educational Publishers, Inc., 1948



coach is going to place the order personally. This latter method is recommended unless the article is definitely known by number.

3. The order is then placed with the dealer, and the coach should receive a duplicate copy of his purchase order.

If a copy is not given the coach he should secure some adequate notation to keep his files in order. This is only a form of insurance for the coach and may or may not be an invoice.

4. The invoice is received either prior to, with or after the shipment of the goods.

The invoice should be examined, approved and sent to the paying organization. The payment will usually be made by the school treasurer. The actual disposition of the invoice will vary in different school financial systems.

5. The goods must be received, approved and examined as to the quantity and quality ordered.

Virginia Bourquadez and Charles Heiman in their book Sports Equipment: Selection, Care and Repair bring out some of the problems that arise in the purchase of equipment for various sports.<sup>4</sup> The following passage emphasizes the difficulty in meeting the needs concerning football uniforms:

Football uniforms consist of the outer part, or the uniform proper, and the protective or under part consisting of the pads. Since most schools irrespective of size follow the practice of buying the pads and protective equipment as the need arises rather than buying certain amounts each particular period only the policy as concerns jerseys and pants will be considered here.

The rugged, body contact type of activity which characterizes football requires that primary consideration be given to the safety of the player. This in turn has necessitated the use of protective gear worn on various parts of the body to minimize the effects of severe body contacts, plus contact with the ground. Over these paddings a comfortable, durable uniform is worn. Any consideration of clothing for football must, therefore, be based on the need for fabrics that are durable and flexible, and for styling that permits great freedom of action in spite of the equipment over which the garments are worn. Adequate size is also an important factor, as is lightness of fabric since the player is already burdened with the

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<sup>4</sup>Virginia Bourquadez, Charles Heiman, Sports Equipment: Selection, Care and Repair. New York: A. S. Barnes and Company, 1950.



extra load of padding.

The varied weather conditions under which the game is played call for fabrics that are resistant to dirt and mud, and at the same time have excellent moisture absorbancy for the absorption of perspiration. Garments should also be highly resistant to abrasion. Fabric weight and type must be varied to suit the climate in which the game is to be played. A slick surface is desired so that tacklers will find it difficult to secure a firm hold on the garment. Finally, it should be possible for all garments to be easily cleaned, washed preferably, and consequently they should be colorfast to repeated washings and cleanings. Colorfastness to sunlight is another property that is important. Football is one sport in which all properties of fabrics and garments are highly essential because of the many demands made on the garment by the game itself.

Administration of Physical Education by Charles E. Forsythe and Ray O.

Duncan points out the growing tendency to limit the number of games in which a school can compete during the regular season.<sup>5</sup> This is especially true of basketball and football. There is also a tendency to limit the length of the season in these and other sports. These same authors point out the necessity of operating on a budget and attempting as near as possible to conform to it. They make special note of the fact that although the vast majority of schools have a self supporting program there are also many that are partially dependent on money supplied by the board of education.

William L. Hughes and Jesse F. Williams in their book Sports: Their Organization and Administration discuss the awarding of letters and the distinguishing between major and minor sports.<sup>6</sup> Some of their statements follow:

The custom of awarding insignia or letters by school and college authorities to athletic teams in order to foster school spirit and personal pride in accomplishment and to set up high ideals in sportsmanship is almost universal. There is some question on the part of many, however, whether or not this practice can be justified educationally. On one hand are those individuals who would abolish awards entirely; while others contend that the practice of granting these insignia is justifiable if it is not overdone.

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<sup>5</sup> Charles E. Forsythe and Ray O. Duncan, Administration of Physical Education. New York: Prentice Hall, Inc., 1951.

<sup>6</sup> William Leonard Hughes and Jesse Feiring Williams, Sports: Their Organization and Administration. New York: A. S. Barnes and Company, 1944.



L. W. Wagenhorst in a study performed in 1926 found the following opinions among the state secretaries concerning the advantages and disadvantages to schools and players in regard to state tournaments:<sup>7</sup>

These are the advantages and the number of secretaries so indicating:

1. Build up a more friendly feeling between schools....13
2. Crystalize school spirit.....11
3. Give encouragement and inspiration to boys to go on to college.....10
4. Have a desirable socializing influence upon the participants..... 8
5. Build up local pride and community interest in the school..... 7
6. Stimulate the players to higher athletic ideals and cleaner sportsmanship..... 7
7. Magnify the importance of cooperation, teamwork and sportsmanship..... 6
8. Stimulate intramural games..... 6
9. Settle a problem that unless it is settled is a constant source of friction and misrepresentation... 5
10. Keep many pupils interested in school who would otherwise drop out before they graduate..... 4

The following disadvantages were listed by the secretaries:

1. Danger of overemphasizing their importance.....14
2. None, if properly managed.....13
3. Danger of overexertion..... 7
4. May overestimate and disorganize the school..... 7
5. Danger of professionalizing the contests..... 6
6. May embarrass the principal in his duty of enforcing the eligibility rules..... 4
7. May be the entering wedge of high-priced professional coach..... 4
8. Too expensive for some schools..... 3
9. Provide opportunities for gambling..... 1
10. "Scouts" from college and university athletic departments may see in them an opportunity to select candidates for scholarships..... 1

It seems that the arguments in favor of keeping tournaments are much more concerned with the effect of competition upon the players than are the objections that are raised.

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<sup>7</sup>Lewis Hoch Wagenhorst, The Administration and Cost of High School Interscholastic Athletics. New York: Bureau of Publication, Teachers College, Columbia University, 1926.



The National Facilities Conference in their report of the situation facing athletics in the rural area of our country summarized their conclusions with this statement:<sup>8</sup>

"Facilities in rural communities for health, physical education and recreation are woefully inadequate."

Extra-curricular Activities in Secondary Schools by E. K. Fretwell raises the opinion that if athletics serve as a desirable means of providing learning experiences for pupils the expense should be met by the board of education. If they do not they should be eliminated.<sup>9</sup>

Nash, Moench and Saurborn in their book Physical Education: Organization and Administration make the following statement:

The influence of the college has colored the high school athletic program and intensified it to the point where definite regulations must be imposed if athletics are to retain an educational value. Many high school coaches strive unduly for winning teams, driven on the one hand by local communities and on the other by a desire to seek a promotion, a better salary or more important assignments.

In the proceedings of the A. A. H. P. E. R. Year Book for 1949 special mention is made of the relationship between gate receipts and the total program of athletics and physical education.<sup>10</sup> Receipts from football and other games have been used to pay for other sports like rowing, track and others at which gate receipts are not collected.

Recreation Through Competition by E. L. Damkroger mentions the moving

<sup>8</sup> A Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education. By the Participants, 1947. National Facilities Conference. Caswell M. Miles, Chairman, State Education Department, Albany, New York. 127pp.

<sup>9</sup> Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools. Boston: Houghton-Mifflin Co., 1931.

<sup>10</sup> Proceedings-54th Annual Convention-American Association for Health, Physical Education and Recreation, 1949. The Association, 1950. John H. Shaw, Chairman, Syracuse, New York, 344 pp.



of athletics from the win-at-all-costs stage to the period where athletic programs will be judged by their value to the student body as a whole.<sup>11</sup> The author of this book expressed a hope that the time will not be too far in the future when a coach will not be retained or fired on the sole basis of games won or lost in the conference or during the past season.

Dankroger also makes the statement that an attractive all-around program of athletics should be available to the youth of the community. To be ideal the program should include as many sports as possible and allow as many people as possible to take part, both as participants and spectators.

E. F. Voltmer and A. A. Essingler in their book The Organization and Administration of Physical Education make the following statements:<sup>12</sup>

The financial management of his department is one of the most important duties of the director of athletics or physical education.

In most high schools, colleges and universities the usual practice is to finance the service or required physical education program from the institutional budget. In regard to the expenses of the inter-school athletic program most schools depend entirely or in part from gate receipts.

In a book published in 1929 the following opinions were voiced by one J. A. Starrak quoting Nicholas M. Butler:<sup>13</sup>

"That high school athletics in the small towns was a white elephant on the hands of the administrator and the cause of many of his most serious problems. He also states that unless some changes for the better occur that athletics on this level are doomed for a violent death."

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<sup>11</sup>Ernest L. Dankroger, Recreation Through Competition. New York: Association Press, 1947

<sup>12</sup>Edward F. Voltmer and Arthur A. Essingler, The Organization and Administration of Physical Education. New York: Appleton-Century-Crofts, Inc., 1949.

<sup>13</sup>Julia E. Johnson, Interscholastic Athletics. New York: The H. W. Wilson Company, 1929.



## CHAPTER II

## EQUIPMENT

"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 is also proof that the community in which the school is located is financially supporting the school activities. Good equipment minimizes accidents; this one factor alone justifies the school in buying the best. It also imbues confidence in the athletes and stimulates them to do their best."<sup>14</sup>

Equipment is defined as things of use and not of a permanent nature, such as football shoes or jumping standards for track and field meets. Facilities are thought of as being of a permanent nature, such as football stands or basketball gymnasiums.

Large high schools spend a great amount of money annually to support their athletic programs. Smaller schools, while not supporting as varied a program, spend a proportionately large amount on athletics. A great percentage of this money is used to purchase uniforms. Points to be considered are the amounts to be purchased, disposal of the old uniforms, the frequency of purchase, and the cleaning, repair and storage of the present uniforms.

The responsibility for these different functions is invested in the coach of the particular sport in most schools. The larger schools with several coaches frequently have an athletic director and it is his duty to approve all expenditures for this type of purchasing.

The following tables regarding frequency of purchase of uniforms will illustrate the practices of the schools reporting in this survey.

Basketball was the only sport in which all schools participated. Table I illustrates the practices of the high schools in North Dakota regarding frequency of purchase of uniforms.

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<sup>14</sup>Weber, op. cit.



gency of purchase of basketball uniforms. The practice in Class A schools varied from one school, which purchased new uniforms yearly, to another which purchased uniforms once each seventh year. The average Class A school purchased new uniforms each three and one half years. Class B schools followed a similar pattern in the purchase of new uniforms. Class C schools varied from those that purchased new uniforms every second year to one which purchased new uniforms but once in ten years. The average Class C school purchased new uniforms every fourth year. Table I shows that a total of forty-six schools purchased new uniforms each third year and the second most frequent period of buying was each fourth year with which frequency thirty-three schools purchased uniforms.

TABLE I

## FREQUENCY OF PURCHASES OF BASKETBALL UNIFORMS

Years	Class A	Class B	Class C	Total
1	1	1	0	2
2	1	8	6	15
3	5	23	18	46
4	4	16	13	33
5	1	8	14	23
6	0	2	1	3
7	1	1	1	3
8	0	0	0	0
9	0	0	0	0
10	0	0	1	1
Totals	13	59	54	126

Kenneth L. Meyer in his book Purchase, Care and Repair of Athletic Equipment summarizes the problem concerning purchases of uniforms in the following statement:<sup>15</sup>

Some of the factors determining what will be ordered are such things as the condition of the present equipment, the need for additional equipment above the amount on hand, the obsolescence of present



equipment and the replacement of worn and damaged equipment.

This statement is particularly applicable to the purchase of football equipment. Table II illustrates the practices of the high schools in North Dakota regarding frequency of purchase of football uniforms.

TABLE II

## FREQUENCY OF PURCHASE OF FOOTBALL UNIFORMS

Years	Class A	Class B	Class C	Total
1	0	0	0	0
2	0	7	1	8
3	3	7	2	12
4	3	15	5	23
5	2	11	3	16
6	2	5	1	8
7	0	3	0	3
8	0	1	0	1
9	0	0	0	0
10	0	1	3	4
Some each year	3	6	0	9
Totals	13	56	15	84

The aim of some athletic departments was to keep the amount of equipment at a certain level rather than to make periodic purchases. Three Class A schools followed this practice, buying only enough equipment to replace that which had been irreparably damaged. Those schools which purchased uniforms periodically bought on the average of once every four and one half years. Class B schools ranged in periods of purchasing from those which purchased every second year to one which bought after ten seasons. Six Class B schools followed the practice of making purchases as needed annually.

Six-man football and eight-man football as played in Class C schools and in some of the Class B schools is growing in popularity. Many schools have added this sport to their athletic program because fewer boys are needed to field a team. Class C schools varied in frequency of purchasing football



uniforms from one school which bought every other year to those which purchased every tenth year. The average Class C school bought new uniforms after four or five seasons.

Twenty-three schools in all classes followed the practice of purchasing new uniforms after a period of four years. Table II shows that twelve schools purchased after three years of use and that sixteen schools purchased after five years. There is no great difference between the classes in frequency of purchasing new uniforms as is shown in the summary of Table II appearing on the previous page.

Track uniforms as such are unknown in many of the schools of North Dakota. Many schools do not have any uniforms for this sport other than the T-shirt that the boy wears in gym classes and a pair of old trunks, and quite often a team will be represented by a group of boys no two of which will boast of similar equipment. A number of schools use basketball uniforms as track suits. One need not be a track enthusiast to see the limitations that would necessarily be produced due to the lack of freedom caused by the binding of tight-fitting basketball trunks. To effectively participate in many track and field

TABLE III

## FREQUENCY OF PURCHASE OF NEW TRACK UNIFORMS

Years	Class A	Class B	Class C	Total
1	1	0	0	1
2	1	1	0	2
3	2	2	1	5
4	3	1	1	5
5	1	8	6	15
6	1	4	0	5
7	1	0	0	1
8	0	1	0	1
9	0	0	0	0
10	1	2	3	6
Totals	11	19	11	41



events it is necessary to have pants or trunks allowing a maximum amount of leg movement. Table III shows the practices followed in the purchasing of new track and field uniforms. Due to the limitations of style and design most schools have one set of uniforms and renew that style with each successive purchase of new equipment. Thirty of the forty-one schools which reported in the survey purchased new track uniforms after periods of three to six years. Fifteen schools purchased new uniforms after five years.

While none of the Class A schools participate in baseball there seems to be an increasing number of Class B and Class C schools playing this sport each year. Several Class B coaches indicated that they would be fielding a team for the first time or that they were considering addition of the sport in future years.

Baseball uniforms are of fairly durable composition and this, coupled with the relatively small number of games participated in by high school teams makes the purchase of uniforms a somewhat lasting investment. Many schools indicated that uniforms were borrowed from local American Legion teams. Table IV indicates that the average period between purchases of baseball uniforms was five years.

TABLE IV

## FREQUENCY OF PURCHASE OF BASEBALL UNIFORMS

Years	Class B	Class C	Total
2	1	0	1
3	0	0	0
4	4	2	6
5	6	4	10
6	1	0	1
7	0	0	0
8	1	0	1
9	0	0	0
10	2	2	4
Totals	15	8	23



Only three schools indicated participation in hockey. These schools were Class A schools and were located in the larger cities of the state. One team purchased new uniforms after three years, one after six years and one after eight years. The new interest in Pee-Wee hockey may cause an increase in the number of high school hockey teams in North Dakota.

Table V shows the number of sets of basketball uniforms owned by the high schools. Seventy-two high school which reported in the survey indicated that they owned two complete sets of basketball uniforms. One Class A school indicated as many as six complete sets of uniforms. Most schools followed the practice of having one set of uniforms designated as home uniforms and a second set for out-of-town use.

TABLE V  
NUMBER OF SETS OF BASKETBALL UNIFORMS

Sets	Class A	Class B	Class C	Total
1	0	9	14	23
2	9	33	30	72
3	0	14	5	19
4	2	3	0	5
5	1	3	0	4
6	1	0	0	1
Totals	13	62	49	124

The number of sets of football uniforms owned by the schools of North Dakota are indicated in Table VI. Eight Class A schools possessed two complete sets of football uniforms. Sixty-four of the ninety-one schools which participated in football owned one set of football uniforms.

Athletic teams are considered as ambassadors of the community they represent and as such should attempt to present a neat appearance. Clean, well-kept uniforms are imperative toward this goal.

Football, due to the nature of the game, necessitates frequent cleaning



of the uniforms.<sup>16</sup> The fact that the larger schools used many more uniforms than the smaller schools necessarily made their cleaning expenditures considerably higher than those indicated by the smaller schools.

TABLE VI

## NUMBER OF SETS OF FOOTBALL UNIFORMS

Sets	Class A	Class B	Class C	Total
1	5	41	18	64
2	8	17	2	27
3	0	0	0	0
Totals	13	58	20	91

TABLE VII

## COST OF CLEANING UNIFORMS

Dollars	Class A	Class B	Class C	Total
00-10	2	2	4	8
10-20	0	5	10	15
20-30	0	7	13	20
30-40	0	4	4	8
40-50	0	5	4	9
50-60	1	13	12	26
60-70	1	0	1	2
70-80	0	5	4	9
80-90	0	1	1	2
90-100	0	0	1	1
100-120	5	10	1	16
120-150	0	1	0	1
150-200	2	0	0	2
200-300	2	0	0	2
Donated	0	2	0	2
Average	\$110	\$51.00	\$38.00	\$58.07

Table VII shows the annual expenditures for cleaning of uniforms by the high schools of North Dakota. The cost for this purpose ranged from less than ten dollars in eight schools to two Class A schools which spent up to \$300 annually. Class A schools spent an average of \$110 for cleaning compared to an average of \$51.00 for Class B schools and \$38.00 for Class C schools.

<sup>16</sup>Bourquadez, op. cit.



The average for schools in all classes was \$58.07. Two schools indicated that downtown business men donated all cleaning services to the school free of charge.

Repair is a vital factor to the appearance and life of athletic uniforms. The repair of partially damaged uniforms often prolongs the life of used equipment and thereby postpones the need for new purchases.

Table VIII illustrates the average cost of repairing uniforms. One Class B school had its repair work donated by business men. Cost of repair work to other schools ranged from less than ten dollars to three schools which spent as much as \$200. The average expenditures by Class A schools amounted to \$105, Class B \$38.70 and Class C \$20.00 annually.

TABLE VIII  
COST OF REPAIRING UNIFORMS

Dollars	Class A	Class B	Class C	Total
00-10	1	10	13	24
10-20	0	10	5	15
20-30	0	8	5	13
30-40	0	3	0	3
40-50	1	9	0	10
50-60	0	0	0	0
60-70	0	0	0	0
70-80	2	3	0	5
80-90	0	0	0	0
90-100	5	2	1	8
100-125	2	0	0	2
200	2	1	0	1
Donated	0	1	0	1
Average	\$105.00	\$38.70	\$20.00	

Table IX illustrates the many methods of financing the purchase of new uniforms employed by the high schools of North Dakota. Gate receipts were used by thirty-nine schools to meet the cost of new uniforms. Frequently used methods were benefit games, donations, school carnivals and special funds designated for the purpose.



TABLE IX

## METHODS OF FINANCING UNIFORM PURCHASES

Method	Class A	Class B	Class C	Total
Benefit games	0	8	16	24
Plays	0	0	5	5
Donations	2	10	10	22
Gate receipts	9	16	14	39
School Board	2	0	0	2
Athletic Fund	1	16	0	17
Student Activity	0	9	0	9
Magazine sales	0	0	1	1
Tournaments	0	0	4	4
Dances	0	0	1	1
Lunches	0	0	2	2
Carnival	0	0	19	19

Table X shows the methods employed to dispose of uniforms following the purchase of new ones. The vast majority of the schools used them as B team uniforms and as practice suits. Some schools donated them to grade school teams and to junior high school teams. Many of the uniforms were used until unsuitable for further use.

TABLE X

METHODS EMPLOYED IN DISPOSING OF UNIFORMS  
FOLLOWING THE PURCHASE OF NEW ONES

Method	Class A	Class B	Class C	Total
B team used them	13	57	44	114
Practice suits	8	39	29	76
Sold	1	5	3	9
Discarded*	5	10	9	24
Grades received them	0	4	3	7
Junior high team	1	3	0	4
Donated to small school	0	2	0	2

\*Many schools wore the uniforms for the other uses mentioned until unfit for that purpose and then they were discarded.



### CHAPTER III

#### COMPETITION AND TRANSPORTATION

Transportation in North Dakota is always a problem facing the athletic teams of the state because of the many sparsely settled areas. Schools in the three classifications must often travel long distances to compete against schools of comparable size. In the metropolitan areas teams often have to travel no farther than fifty miles in the regular season to complete their entire schedule. In North Dakota there are very few teams that do not make trips longer than fifty miles several times during the season.

The main method of transportation for the athletic teams of the state high schools was by bus or car. Two Class B schools employed the use of trains during the regular season. Some schools traveled exclusively by bus but most of the schools used a combination of buses and cars. Eleven Class A schools traveled by bus and seven traveled by car. Twenty-four Class B schools used buses and forty-nine traveled by car. Thirteen Class C schools employed buses and forty-nine traveled by car.

In most instances the bus drivers were coaches or professional drivers. None of the Class A schools allowed students to drive on athletic trips. The majority of Class B schools did not allow students to drive. Eight Class B schools allowed student drivers. Thirty-seven Class C schools did not allow students to drive and seventeen permitted student drivers on athletic trips. The great distances separating Class A schools in all parts of the state caused the average trip during the year to measure 103 miles for these schools. Class B schools averaged forty-five miles per trip compared to thirty-two miles per trip for Class C schools. These distances represent the mileage between cities and not round trip distances. The longest trip for the Class A schools during the year averaged 240 miles. The schools in the western portion



of the state averaged slightly longer trips than those in the eastern part. Class B schools traveled an average of 110 miles when making their longest trip of the regular season. The average distance covered by Class C schools during their longest trips was 71 miles.

Table XI shows the methods of transportation used by the athletic teams of the high schools of North Dakota.

TABLE XI  
METHODS OF TRANSPORTATION USED BY ATHLETIC SQUADS

Methods	Class A	Class B	Class C	Total
Bus	11	24	13	48
Cars	7	59	49	115
Train	0	2	0	2

Transportation costs varied greatly depending upon the number of cities of similar size in the area in which the schools were participating. Schools in some of the smaller towns had no transportation cost having all the transportation donated by friends or local service organizations. One coach indicated that he received all his transportation free of charge through government channels. This school was operated with Department of Interior funds.

Class A schools, because of necessarily long trips and larger squads that must be transported, had far greater expense than did the smaller Class B and Class C schools. The transportation expenses of Class A schools ranged from \$150 to \$1200 with six schools spending \$800 or more.

Two Class A schools which traveled exclusively by bus had the average cost per mile figured to be twenty and twenty-one cents per mile respectively. Many of the coaches who answered the questionnaire mentioned the severe weather and long distances as the chief problems they must face each year.



Table XII shows the average yearly transportation costs of North Dakota high schools.

TABLE XII  
TRANSPORTATION COSTS

Dollars	Class A	Class B	Class C	Total
00-50	0	2	4	6
50-100	0	1	6	7
100-150	0	6	14	20
150-200	1	4	7	12
200-250	0	11	10	21
250-300	0	6	3	9
300-350	1	7	0	8
350-400	0	3	0	3
400-450	0	2	0	2
450-500	0	1	1	2
500-550	0	2	1	3
550-600	0	0	0	0
600-650	1	1	0	2
650-700	2	1	0	3
700-750	0	0	0	0
750-800	0	0	0	0
800-900	1	0	0	1
900-1000	4	0	0	4
1200	1	0	0	1
All donated	0	3	5	8
Government	0	1	0	1
Total	11*	51	51	213
Average	\$778	\$215	\$153	

\*Two Class A schools have their transportation costs figured to twenty and twenty-one cents per mile. These figures represent the cost of travel by bus.

One problem that is always present in a state with more than one classification of athletic teams is the policy of playing schools of other classes. With more than one classification many feel that more teams are allowed to share in the honor of holding state championships. Many others meet that argument with the opinion that state tournaments in themselves are an evil which must be eliminated.<sup>17</sup>



Some Class A schools have competition with Class B schools in their early season games after which competition is mainly between schools of Class A or with schools of comparable size from other states. There is much more competition between schools of Class B and Class C size.

Most of the teams in North Dakota confined their competition to games with teams within the state. Forty-seven schools took part in games with teams outside the borders of North Dakota. Twenty-three schools participated against teams from Minnesota, five with schools from Montana, fifteen with schools from South Dakota and four with schools from Manitoba, Canada. Table XIII shows the number of teams in all classifications that played games against out-of-state teams.

TABLE XIII

## COMPETITION WITH OUT OF STATE TEAMS

State	Class A	Class B	Class C	Total
Montana	1	2	2	5
Minnesota	6	12	5	23
South Dakota	2	9	4	15
Manitoba	0	3	1	4
Totals	9	26	12	47

TABLE XIV

## PARTICIPATION IN OUT OF STATE GAMES

Number	Class A	Class B	Class C	Total
1	2	5	7	14
2	3	3	2	8
3	3	4	2	9
4	0	7	1	8
5	0	4	0	4
Totals	8	23	12	43

Many schools do not participate in all sports. Every school in the survey indicated that basketball was played in interscholastic competition.



Every school followed the practice of awarding letters for basketball. Every school which sponsored football on an interscholastic level awarded letters for the sport.<sup>18</sup> Table XV illustrates the sports in which high schools awarded letters in interscholastic competition.

TABLE XV  
SPORTS PARTICIPATED IN INTERSCHOLASTICALLY  
IN WHICH LETTERS ARE AWARDED

Sport	Class A	Class B	Class C	Total
Basketball	13	64	54	131
Football	13	32	0	45
Track	12	40	20	72
Baseball	0	31	25	56
Hockey	3	0	0	3
Golf	3	3	0	6
Tennis	4	0	0	4
Swimming	1	0	0	1
Gymnastics	2	0	1	2
Six or Eight Man Football	0	30	20	50

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Hughes and Williams, op. cit.



#### CHAPTER IV

##### ATTENDANCE AND CONSTRUCTION

Attendance is a factor of vital interest to those concerned with the financing of athletics. Gate receipts, representing the main source of support for athletics, are dependent upon the seating and capacity of the gymnasiums of the high schools and are very closely related to the problem of attendance.<sup>19</sup> Many schools in North Dakota suffer from limited seating facilities for athletic contests. A great majority of the high schools in North Dakota are unable to provide sufficient seating facilities at basketball games. Three Class A schools indicated that new basketball plants were to be constructed in the near future and four other schools reported that they were overcrowded in their present gymnasiums. Forty Class B schools indicated lack of sufficient seating at basketball games and sixteen of these schools were planning construction in new basketball facilities. Eleven Class C schools indicated new construction was planned to provide adequate facilities for basketball. Forty Class C schools reported inadequate seating at basketball contests.

Football crowds at many schools were forced to stand or sit in parked cars to view high school games. Smaller communities were faced with seating problems more often than larger towns.<sup>20</sup> At least two Class A schools were planning construction of new football fields. Eight Class B schools indicated new playing fields were to be constructed for football. Class C schools indicated no plans for construction of new football facilities.

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<sup>19</sup> Julia E. Johnson, *op. cit.*

<sup>20</sup> Proceedings, A. A. H. P. E. R., *op. cit.*



Table XVI illustrates the situation facing the high schools of North Dakota concerning the need for new athletic and educational facilities. This table shows the construction dates of the present plants of the schools in this state.

TABLE XVI

## PRESENT PLANT CONSTRUCTION DATES

Year	Class A	Class B	Class C	Total
Pre-1910	0	0	2	2
1910	0	0	1	1
1912	0	0	1	1
1915	0	0	1	1
1917	0	0	1	1
1918	1	0	2	3
1919	0	2	1	3
1920	0	1	0	1
1921	0	0	2	2
1923	0	3	1	4
1924	0	1	0	1
1925	0	1	2	3
1927	0	0	3	3
1928	5	2	0	7
1929	0	3	1	4
1930	0	0	2	2
1931	0	1	1	2
1932	0	3	3	6
1933	0	2	1	3
1935	3	4	2	9
1936	0	3	3	6
1937	0	1	0	1
1938	0	2	1	3
1939	0	6	1	7
1940	0	3	1	4
1941	1	1	0	2
1942	0	0	1	1
1943	0	1	0	1
1945	0	1	0	1
1946	0	1	0	1
1947	0	2	0	2
1948	0	2	1	3
1949	0	3	1	4
1950	1	2	4	7
1951	0	4	0	4
1952	1	0	2	3
1953	0	3	4	7
1954	0	3	1	4



Complimentary tickets are given by many coaches and athletic directors to various deserving individuals. Persons most often favored by this practice included faculty members, school board members and visiting coaches. Table XVII shows the breakdown on distribution of complimentary tickets.

TABLE XVII

## DISTRIBUTION OF COMPLIMENTARY TICKETS

Classification	Class A	Class B	Class C	Total
Doctors	2	8	1	11
Press	1	10	1	12
Parents	0	1	0	1
Business Men	0	1	0	1
Clergymen	2	8	0	10
School Board	7	9	2	18
Superintendent	0	2	3	5
Faculty	3	13	3	19
Mayor	0	1	0	1
Wives	0	4	1	5
Coaches	2	8	3	13
City Officials	1	0	0	1

Forty-nine schools contacted in the survey reported the sale of student athletic activity tickets. Table XVIII shows the number of tickets purchased by students in those schools selling tickets for this purpose.

TABLE XVIII

## NUMBER OF ATHLETIC ACTIVITY TICKETS PURCHASED BY STUDENTS

Number	Class A	Class B	Class C	Total
00-50	0	5	3	8
51-100	1	7	4	12
101-150	0	7	1	8
151-200	3	7	0	10
201-250	2	2	0	4
251-300	1	1	0	2
301-500	1	0	0	1
501-Over	4	0	0	4
Total	12	29	8	49



Table XIX is a chart showing the cost of student athletic activity tickets to the students in the high schools of North Dakota. Many of the tickets allowed students other privileges such as subscriptions to the school paper, admission to class plays and assembly fees thus explaining the seemingly high price of several of the tickets.

TABLE XIX

## COST OF STUDENT ATHLETIC ACTIVITY TICKETS

Cost	Class A	Class B	Class C	Total
\$1.00	1	3	1	5
\$1.25	1	0	0	1
\$1.50	0	4	0	4
\$1.75	0	0	0	0
\$2.00	0	2	1	3
\$2.25	0	1	0	1
\$2.50	2	4	1	7
\$2.75	0	3	0	3
\$3.00	1	7	4	12
\$3.50	1	3	1	5
\$4.00	0	1	0	1
\$5.00	3	4	1	8
\$6.50	1	0	1	1
\$7.50	1	0	0	1

TABLE XX

## SPORTS THAT LOSE MONEY

Sport	Class A	Class B	Class C	Total
Basketball	1	4	11	16
Football	2	21	0	23
Six or Eight-Man Football	0	21	20	41
Track	10	40	20	70
Hockey	3	0	0	3
Baseball	0	31	25	56
Golf	5	0	0	5
Tennis	5	0	0	5
Swimming	1	0	0	1
Gymnastics	1	3	1	5

Table XX, shown above, lists the sports that lose money for schools in



all three classifications. Some sports have no spectator appeal and admission to contests in those fields is usually free of charge. Seventy schools indicated that track was a sport which failed to pay its way.

Table XXI shows the annual cost of awards presented to representatives of high school athletic teams in the state of North Dakota. These expenditures included the cost of letters, trophies, sweaters and various other awards. The Average Class A school spent \$135 on awards as compared to Class B schools which spent \$54 and Class C schools which spent \$36.70 for this purpose.

TABLE XXI  
COST OF AWARDS

Dollars	Class A	Class B	Class C	Total
00-10	1	11	6	17
11-20	0	7	10	17
21-30	0	10	16	26
31-40	1	3	1	5
41-50	0	8	8	16
51-60	1	3	2	6
61-70	0	4	0	4
71-80	2	4	2	8
81-90	1	1	1	3
91-100	3	5	3	11
101-125	0	0	0	0
126-150	2	1	0	3
151-175	0	1	0	1
176-200	1	1	0	2
400	0	1	0	1
500	1	0	0	1
Average	\$135	\$54.00	\$36.70	

Tables XXII and XXIII show a comparison of the salaries of athletic coaches in the state of North Dakota for the years 1951 and 1954. Table XXII was taken from a thesis titled The Status of the Athletic Coach in North Dakota by Gordon S. Obie for which the survey was made in 1951. It is interesting to note that in 1951 one coach in the entire state received a salary in excess of \$4150 and in 1954 twenty-one coaches were receiving salaries of \$4200 or more.



TABLE XXII

SALARIES OF COACHES IN NORTH DAKOTA HIGH SCHOOLS 1951<sup>21</sup>

Salary	Class A	Class B	Class C	Total
\$4150-4250	0	1	0	1
4050-4149	0	2	0	2
3950-4049	1	1	5	7
3850-3949	2	0	1	3
3750-3849	4	1	1	6
3650-3749	0	0	3	3
3550-3649	6	7	3	16
3450-3549	4	9	7	20
3350-3449	2	5	7	14
3250-3349	0	11	3	14
3150-3249	0	4	7	11
3050-3149	0	9	4	13
2950-3049	0	9	11	20
2850-2949	0	3	1	4
2750-2849	0	1	1	2
2650-2749	0	1	3	4
2550-2649	0	0	2	2
2450-2549	0	0	0	0
2350-2449	0	0	0	0
2250-2349	0	0	0	0
2150-2249	0	0	0	0
2050-2149	0	0	1	1
Totals	19	64	60	142
Median	\$3607.83	\$3245.00	\$3250.00	\$3346.50

<sup>21</sup> Gordon S. Obie, Status of the Athletic Coach in North Dakota.



TABLE XXIII

## SALARIES OF COACHES IN NORTH DAKOTA HIGH SCHOOLS 1954

Salary	Class A	Class B	Class C	Total
\$5000-over	3	0	0	3
4900-5000	0	0	1	1
4800-4900	0	1	1	2
4700-4800	2	0	0	2
4600-4700	0	0	0	0
4500-4600	3	1	1	5
4400-4500	1	0	1	2
4300-4400	1	1	0	2
4200-4300	1	2	1	4
4100-4200	0	2	0	2
4000-4100	0	4	3	7
3900-4000	3	6	1	10
3800-3900	0	9	3	12
3700-3800	1	9	3	13
3600-3700	0	11	11	22
3500-3600	1	5	10	16
3400-3500	0	5	4	9
3300-3400	0	4	2	6
3200-3300	0	4	2	6
3100-3200	0	0	0	0
Totals	16	64	44	124
Median	\$4230.00	\$3570.00	\$3700.00	\$3701.29



## CHAPTER V

### SUMMARY AND CONCLUSIONS

The summary of the findings of the survey and the conclusions and recommendations drawn from the findings appear in this chapter.

#### Restatement of the Problem

This study was made in an attempt to answer the following questions: What are the problems of the athletic director in North Dakota concerning athletic equipment? What are the problems concerned with interscholastic competition? What are the problems concerning construction of new athletic facilities?

#### Summary of the Findings

A summary of the important facts discovered through tabulation of replies to the questionnaire are found in the following paragraphs.

##### Equipment

The following practices were found to be true concerning equipment.

1. Basketball uniforms were purchased by Class A schools on the average of once every three and one half years. Class B schools followed the same practice. Class C schools purchased new uniforms on an average of once every four years. Class A and Class B schools purchased uniforms more often than did Class C schools.
2. Class A schools purchased new football uniforms more often than Class B schools. Class C schools bought new uniforms less frequently than Class B schools. Class A schools averaged four years between purchases. Class B schools averaged four and one half years compared to Class C schools which averaged purchases once every five years.



3. All three classes of schools purchased track uniforms on an average of once every five years. Many schools possess no track uniforms but substitute basketball uniforms for this purpose.

4. Baseball was played interscholastically only by Class B and Class C schools. Uniforms for both classes were purchased on an average of once every four and one half years.

5. All classes of schools had two sets of basketball uniforms. Class A and Class B schools had an average of two sets of football uniforms with Class C schools having had an average of one set. Many schools did not have track uniforms but those which did possessed one set. Class A schools playing hockey had one set of uniforms. Class B and Class C schools playing baseball had one set of uniforms.

6. Class A schools spent an average of \$110 annually for cleaning of equipment compared to Class B schools which spent an average of fifty-one dollars annually and Class C schools which spent thirty-eight dollars annually for this purpose.

Class A schools had an average yearly expenditure of \$105 for repair of equipment. Class B schools spent an average of thirty-eight dollars compared to Class C schools which spent an average of twenty dollars for the repair of equipment.

Eight Class C schools paid an average of twenty-nine dollars for the storage of athletic equipment, being the only schools to list an expenditure for this purpose.

7. The majority of schools in all classes followed the practice of employing old uniforms to outfit their B teams or as practice suits upon the purchase of new uniforms.



### Competition

The following statements were found to be true concerning competition:

8. A total of forty-seven teams had out-of-state competition. In this total were twenty-six Class B schools, twelve Class C schools and nine Class A schools. The average Class B school played three and one half games with out-of-state competition compared with Class A schools which played an average of two and one half games and Class C schools which averaged one game per school.

9. Class A schools awarded letters in eight sports which included basketball, football, track, hockey, golf, swimming and gymnastics. Class B schools awarded letters for five sports, namely, basketball, football, track, golf and baseball. Letters were awarded for the following five sports in Class C schools basketball, football, track, baseball and gymnastics.

10. All classes of schools participated on an average of two basketball tournaments annually. Class A and Class B schools participated on an average of four track meets per season compared to Class C schools which averaged one or two meets each season. Those schools which participated in baseball competition averaged one tournament per season.

11. An average of forty-six boys participated in the basketball programs of the Class A schools compared to an average of twenty-nine and one half boys in the Class B schools and nineteen boys in the Class C programs. Football in the Class A schools found an average of sixty-two boys participating in the program as compared to an average of fifteen boys on the Class C squads. Track found an average of thirty-two boys participating in the Class A schools, eighteen boys in Class B and an average of nine in Class C.

### Transportation

The following practices were found to be true concerning transportation:

12. Travel for athletic contests was done by buses in eleven Class A



schools and by car in seven Class A schools. Class B schools had fifty-nine teams that traveled by car, twenty-four by bus and two by train. Thirteen Class C schools traveled by bus and forty-nine traveled by car.

13. The average yearly expenditure for transportation by Class A schools was \$778 as compared to an average yearly cost of \$215 for Class B schools and \$153 for Class C schools. Three Class B schools and five Class C schools had all of their transportation donated.

14. Class A schools traveled an average distance of 103 miles per trip for athletic contests. Class B schools averaged forty-five miles per trip as compared to Class C schools which averaged thirty-two miles per trip. The longest trip of the season for Class A schools averaged 240 miles in comparison to the average longest trip of Class B schools which was 110 miles and that of Class C schools which was seventy-one miles. Seventeen Class B and Class C schools allowed students to drive on athletic trips.

#### Attendance

The following statements were found to be true concerning attendance:

15. Average attendance at Class A basketball games was 1000 spectators, compared to 360 for Class B games and an average of 138 for Class C games. The seating capacity for basketball games in Class A schools averages 1710 compared to Class B schools with an average seating capacity of 650 and Class C schools which average 350 seats.

16. Football crowds at Class A schools averaged 1000 spectators as compared to Class B with 295 and Class C with seventy. The average Class A football field has seating facilities for 2000 as compared to the average Class B field which seats 745. Class C schools have few fields with accommodations for seating spectators. Those Class C schools with such accommodations have an average seating capacity of 280.



The track and field facilities of most schools are arranged to coincide with those used for football games and therefore the seating is much the same as for football. The interest in track is much below that for other sports and it does not attract crowds except in cases where the schools have had considerable success in this sport in previous years.

17. Class A schools sold an average of 370 student athletic activity tickets yearly. Tickets sold in Class B schools averaged 130 as compared to Class C schools which sold an average of eighty-two tickets yearly. The cost of tickets in the Class A high schools averaged \$3.75; Class C tickets averaged \$3.50 per ticket; Class B averaged \$3.00. All Class A schools followed the practice of selling student athletic activity tickets and thirty-four Class B schools followed the same practice as compared to only eleven Class C schools.

18. The groups most frequently mentioned as recipients of complimentary tickets to athletic contests included the following, in the order named: faculty members, school board members, visiting coaches, clergymen, press representatives, doctors, superintendents, and wives of coaches.

19. The average admission price for athletic contests at Class A schools was seventy-five cents for adults as compared to an average charge of fifty cents for adults at Class B and Class C schools. Children and students at all classes of schools were admitted to athletic contests for a charge of twenty-five cents.

20. The average gate receipts for basketball games was as follows: Class A schools \$240, Class B schools \$98 and Class C schools \$43.70. Average gate receipts for football games was as follows: Class A schools \$330, Class B schools \$81.00 and Class C schools \$17.00.

21. Construction dates for Class A schools ranged from 1918 to 1952. Class B schools were constructed from 1919 to 1954. Class C schools were



built from 1900 to 1954.

22. Three Class A schools reported new construction is being planned in basketball, one reported new construction being planned in football and track. Sixteen Class B schools reported they were planning new construction in basketball, eight indicated plans for new football facilities, two for track and three for baseball. Class C schools reported plans for eleven new basketball plants and one track field.

23. Average salary for Class A coaches was \$4230 as compared to Class B coaches who received an average salary of \$3570 and Class C coaches who received an average salary of \$3700. One reason for the higher salary of Class C coaches as compared to Class B coaches was due to the fact that Class C coaches frequently were also employed as superintendent or principal of their schools.

The average salary for assistant coaches in Class A schools was \$3980 as compared to an average salary of \$3500 for assistant coaches in Class B schools. None of the Class C schools indicated employment of assistant coaches.

24. Basketball operated at a loss in one instance in Class A schools. Class B schools reported four cases where basketball failed to show a profit as compared to eleven Class C schools which lost money on basketball.

Class A schools reported two instances in which football did not show a profit as compared to twenty-one schools in Class B and twenty schools in Class C. Almost every other sport lost money except in rare instances where the sport was exceedingly popular in a particular locality.

### Conclusions

Athletics in North Dakota are a vital part of the way of life and in the smaller communities represents one of the most popular means of recreation. The smaller schools, because of the limitations on the size of the crowds, are unable to operate on a profitable basis as are some of the Class B schools and



almost all the Class A schools.

There is a definite need for new and better facilities in most of the schools in North Dakota. This is not only true in athletics but in the entire school plant.

Track in some high schools of North Dakota is giving way to baseball and in the future more schools seem likely to replace track with baseball in their spring athletic program. The recent rise in popularity of hockey, along with the natural climatic conditions of the state, point toward an increase in the number of schools participating in that sport.

Salaries of coaches in the state of North Dakota have increased considerably in recent years. There is reason to believe that with the rise in stature of the teaching profession as a whole salaries will attain a satisfactory level.

Weather conditions affecting travel and attendance cause a problem which will always confront the coaches of North Dakota. Distance and sparsity of population are factors which make scheduling of contests between schools of equal size difficult for the athletic directors and coaches of the state.

#### Recommendations

High school coaches in the future must guard against the tendency of scheduling too many interscholastic games and the extension of the season to unreasonable lengths.

There is a definite need to arouse the citizens of North Dakota to the realization of the necessity of more adequate facilities for the high schools of the state.

A reduction in transportation costs might be realized by the re-grouping of teams participating in district tournaments.



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## APPENDIX A

The following page is a duplicate of the letter of transmittal enclosed with the questionnaire which was sent to the coaches and athletic directors contacted in the survey.



Box 555  
University Station  
Grand Forks, North Dakota

Dear Coach,

Enclosed is a questionnaire to be used in collecting data for a thesis entitled "A Study of the Financial Problems of High School Athletics in North Dakota". Your cooperation in supplying the answers will be greatly appreciated. If there is more than one coach at your institution it will be easier if each is allowed to fill in the information concerning his individual sport. Many of the answers require only the checking of yes or no. If you will answer all the questions that pertain to your situation as accurately as possible and return the results immediately, it will be greatly appreciated. These replies will be strictly confidential. No specific names or places will appear in the finished paper, nor will the same be used in any discussion concerning the work.

It is believed that the information obtained from this study should be of interest to all coaches in the state. If there is any information that you desire concerning the results of the project, I will be most happy to forward it to you at your request. Thank you for your time and co-operation.

Respectfully,

Dick Koppenhaver



## APPENDIX B

A duplicate of the questionnaire which was sent to the coaches and athletic directors of North Dakota appears on the following pages.



## A STUDY OF THE FINANCIAL PROBLEMS OF HIGH SCHOOL ATHLETICS IN NORTH DAKOTA

Population of community \_\_\_\_\_; Enrollment of High School \_\_\_\_\_:  
 Check one: Class A \_\_\_\_\_ Class B \_\_\_\_\_ Class C \_\_\_\_\_ Consolidated \_\_\_\_\_.  
 Member of \_\_\_\_\_ Conference.

Please fill in the following chart, checking those items which apply to the situation in your school.

Part with interscholastic competition	Letters awarded	Major sport	Facilities owned by school	Facilities rented or borrowed	Head coach	Ass't coach	Sport loses money	Facilities available to others
Basketball								
Football (man)								
Football (man)								
Track								
Baseball								
Hockey								
Ice hockey								
Swimming								
Gymnastics								
Boxing & wrestling (others)								

How often are uniforms purchased in the following sports? In years.

Basketball \_\_\_\_\_ Football \_\_\_\_\_ Track \_\_\_\_\_ Baseball \_\_\_\_\_ Hockey \_\_\_\_\_

How many sets of uniforms are available in the following sports?

Track \_\_\_\_\_ Basketball \_\_\_\_\_ Football \_\_\_\_\_ Hockey \_\_\_\_\_ Baseball \_\_\_\_\_

List the methods used to finance the purchase of new uniforms.

Check those that apply.

Benefit games \_\_\_\_\_

(Others) \_\_\_\_\_

Plays \_\_\_\_\_

Donations \_\_\_\_\_

How are uniforms disposed of after purchase of new equipment? Please check those that apply to your situation. B Team uses them \_\_\_\_\_ Independent team uses them \_\_\_\_\_  
 Practice suits \_\_\_\_\_ sell them \_\_\_\_\_ discarded \_\_\_\_\_ other uses, (please comment) \_\_\_\_\_

Approximately how much is spent annually on the following items? Storage of equipment \$ \_\_\_\_\_. Cleaning of equipment \$ \_\_\_\_\_ repair of equipment \$ \_\_\_\_\_.

Do you sell athletic activity tickets? Yes \_\_\_\_\_ No \_\_\_\_\_. If so how much do they cost \_\_\_\_\_

How many are sold each year? \_\_\_\_\_

What are your transportation costs per year? \$ \_\_\_\_\_.

Any transportation donated? Yes \_\_\_\_\_ No \_\_\_\_\_.

How much is spent annually for janitorial services? \$ \_\_\_\_\_.

How many letter sweaters awarded by the school? Yes \_\_\_\_\_ No \_\_\_\_\_.

How much is spent annually on awards, sweaters, letters, medals, trophies, etc? \$ \_\_\_\_\_



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From what sources do the following come? janitors \_\_\_\_\_, ushers \_\_\_\_\_,  
 ticket takers \_\_\_\_\_, police help \_\_\_\_\_.  
 Do you travel by bus \_\_\_\_\_ cars \_\_\_\_\_ train \_\_\_\_\_ (check all that apply)  
 What is the average distance of your trips? \_\_\_\_\_ miles. Do students drive? \_\_\_\_\_  
 How far is your longest trip during the regular season? \_\_\_\_\_ miles.  
 Do you play any out of state teams? \_\_\_\_\_ if so how many \_\_\_\_\_ which states \_\_\_\_\_.  
 How many tournaments do you play in? Basketball \_\_\_\_\_ track \_\_\_\_\_ golf & tennis \_\_\_\_\_ baseball \_\_\_\_\_.  
 Do you sponsor any meets or tournaments? Yes \_\_\_\_\_ No \_\_\_\_\_. If so what kind \_\_\_\_\_.  
 Do you sponsor any banquets to honor your teams? Yes \_\_\_\_\_ No \_\_\_\_\_.  
 If so how much is spent on this affair? \$ \_\_\_\_\_.  
 Do you operate on a budget? Yes \_\_\_\_\_ No \_\_\_\_\_ Who prepares it \_\_\_\_\_ Who OK's it \_\_\_\_\_  
 Do you give out complimentary tickets? Yes \_\_\_\_\_ No \_\_\_\_\_ To whom \_\_\_\_\_.  
 Who are your chief rivals? \_\_\_\_\_ Do you get much larger crowds at games with  
 them than you do at your other games? Yes \_\_\_\_\_ No \_\_\_\_\_.  
 Are you overcrowded at any of your games as far as seating is concerned? Yes \_\_\_\_\_ No \_\_\_\_\_,  
 at which sports \_\_\_\_\_, \_\_\_\_\_.  
 When was your present plant constructed? 19 \_\_\_\_\_.  
 Do you plan any new construction? Yes \_\_\_\_\_ No \_\_\_\_\_ In what sports \_\_\_\_\_, \_\_\_\_\_.

Please fill in the following chart as accurately as possible.

	Basketball	Football	Track	Baseball	Golf	Hockey	Tennis	Other
Number of players								
Participating								
Seating capacity								
Average attendance								
Admission Adult								
Children								
Referee's salary								
Assistant's								
Salary								
Cost of officials								
per game								
Average gate								
Receipts								
Cost of season ticket								
Cost of renting								
Facilities								
Money spent each								
Year for tape,								
Insurance, injuries,								
Equipment and								
Materials on hand								
Materials spent								
Quarterly								
Other expenses								

Are there any problems peculiar to your locale that you think would be of interest  
 as far as weather, travel, distance, competition, etc., are concerned would you  
 please describe them on the opposite side of the page?

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Thank you,