

THE MANAGEMENT OF STUDENT EXCHANGES IN THE  
PORTLAND, OREGON, HIGH SCHOOLS

by

ELIZABETH O'BRIEN FLOOD

A THESIS

submitted to


OREGON STATE COLLEGE

in partial fulfillment of  
the requirements for the  
degree of

MASTER OF SCIENCE


June 1948

APPROVED:




---

Professor of Educational Psychology  
In Charge of Major



---

Dean of Department of Education  
Chairman of School Graduate Committee



---

Dean of Graduate School

### ACKNOWLEDGMENTS

The writer wishes to express her gratitude to Dr. H. R. Laslett for his suggestions and encouragement during the writing of this thesis.

The writer also wishes to express her appreciation to the principals and the student exchange sponsors of the Portland, Oregon, high schools for their assistance in furnishing the needed information for this study.

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Material to Be Covered . . . . .	2
Reasons for This Study . . . . .	3
Methods Used in Obtaining Material . . . . .	4
II. SOME HISTORICAL BACKGROUND OF EXTRA-CURRICULAR ACTIVITIES . . . . .	6
Meaning and Classification . . . . .	7
Principles and Objectives . . . . .	12
Warnings and Obstacles . . . . .	18
Financial Aspects . . . . .	30
III. THE PORTLAND STUDENT EXCHANGES . . . . .	38
Organization . . . . .	38
General Features . . . . .	40
Faculty Sponsorship . . . . .	50
Pupil Assistants . . . . .	55
Activities . . . . .	59
Books . . . . .	59
Other School Supplies . . . . .	63
Related Sales . . . . .	64
Student Body Cards . . . . .	65
Concessions . . . . .	68
Other Money-making Projects . . . . .	69
Cafeterias . . . . .	70
Financial Management . . . . .	71
Budgets . . . . .	71
Requisitions . . . . .	72
Bank Deposits . . . . .	73
Checking of Bills . . . . .	73
Payment of Bills . . . . .	75
Change Funds . . . . .	77
Records of Student Exchanges . . . . .	78
Volumes of Business . . . . .	79
Profits Used for What Purposes . . . . .	81
IV. SUMMARY AND OBSERVATIONS . . . . .	83
BIBLIOGRAPHY . . . . .	91



# INDEX OF TABLES

TABLE	PAGE
I. Dates of Establishment of the Portland Student Exchanges . . . . .	39
II. The Official Title of Each Student Exchange	40
III. The Hours of Business for Each Exchange . .	45
IV. The Curricular Work of Each Exchange Sponsor . . . . .	51
V. Additional Remuneration for Exchange Sponsors . . . . .	54
VI. Number of and Time Spent by Clerks in the Exchanges . . . . .	56
VII. Athletic Tickets and Insurance Sold in the School Exchanges . . . . .	66
VIII. Groups Selling Candy and Soft Drinks . . .	69
IX. Persons Issuing Purchase Requisitions . . .	74
X. Authorized Signatures for Signing Checks .	76
XI. Gross Incomes of the Portland Student Exchanges . . . . .	80

# THE MANAGEMENT OF STUDENT EXCHANGES IN THE PORTLAND, OREGON, HIGH SCHOOLS

## INTRODUCTION

### CHAPTER I

Each of the Portland high schools sponsors many extracurricular activities. Although the program in every school contains features similar to that in every other school, there are many minor and some major differences, for example, in some schools the student council is a controlling factor in the promotion and organization of extracurricular activities while, in other schools, the council exists in name only. One school may stress music activities, while another gives more attention and financial support to publications. In each high school, a student exchange, or a student store as it is sometimes called, is an integral part of the extracurricular program. Just as all other special activities vary from school to school, so do the student exchanges in their relations with the rest of the extracurricular program, in their organization and management, and in the services rendered.

This variation in student or school stores within one school system may be due in part to the fact that

each exchange has grown out of a felt need but, in almost every instance, with little original planning. Usually, a small beginning was made and then, from time to time, further activities, duties, personnel, and space have been added.

The central business office of the Portland School District has taken very little apparent interest in the exchanges. Their management is left in the hands of the individual school principals. This central business office requires only a perfunctory annual financial report which consists of the total debits and credits and the yearly profit for every extracurricular activity, including the student store. An annual audit paid for by the school and not by the district is also required. These annual audits were not made during the Second World War, however. Insofar as the writer has been able to ascertain, no suggestions or criticisms have been offered by any official of the school district to any student exchange.

The intent of the writer of this survey was that of analyzing as accurately as possible the similar and dissimilar features to be found in the management of each of the eleven student exchanges in the Portland high schools. The material to be covered includes: first, their general organizations; second, the activities

involved; and third, the financial structures of each of these student exchanges.

The activities of the student exchanges fall into two general classifications. These are the selling of school supplies and the serving as banks for the other extracurricular activities. Some schools provide banking facilities in some other manner, thereby curtailing the scope of their student exchanges. In other respects, also, some of the student stores are very limited in their activities and responsibilities.

In many cases, the faculty adviser for the student exchange is also responsible for keeping or auditing the combined financial books of all of the school's extracurricular activities. This overlapping of duties on the part of the adviser frequently makes for a more complicated situation than would be the case if his or her duties were limited to those to be found within the student store alone. This report will, therefore, include what seems to be necessary to make clear these more involved procedures. No effort has been made in this study to ascertain the best methods to be followed in conducting high school student exchanges, but in the conclusions some observations on this subject will be included.

The present survey was made because of a personal interest in the subject and in the hope that a summarization



of the various procedures being followed in each of the student exchanges in Portland might prove of interest and benefit to other teachers, to administrators, and to student or cadet teachers.

From the autumn of 1942 until the spring of 1945, the writer was the faculty adviser for the Roosevelt High School "Activity Office," which is the name used at that school for the student exchange. During the last two years of this three year period this advisership also included the responsibility of checking the financial books of the entire extracurricular program and of making the required financial reports for all extracurricular activities. During this term of sponsorship, and since, the writer has had a keen interest in the functioning of other student exchanges and has had a desire to know more in detail the ways in which the various Portland and other high schools conducted their student body stores.

A survey of the literature showed a marked lack of material on this subject. Many articles and books about extracurricular activities in general were found but only four articles were located which mentioned even briefly the school store as a part of the student activity program. As far as the writer has been able to ascertain, there is no published material about the Portland high school student exchanges. For that reason, the information



about them which is to be found here was obtained from the faculty sponsors who were actually conducting these exchanges.

The writer first sent to each adviser of these high school student stores a letter in which she explained the reasons for desiring the information and the necessity for gaining facts first hand if at all, and asked for a personal interview. All of the teachers responded in the affirmative and were, at later dates, most helpful in answering questions and giving information. A brief questionnaire or check-list dealing with teacher compensation for this special duty and the financial status of the exchanges was also completed by each of the sponsors. The material thus obtained was compiled so that a composite picture of the Portland high school student exchanges was formed and presented in this paper. Specific details have been included whenever this was deemed desirable in order to indicate any special features of any of the organizations which were believed to deserve added attention.

## SOME HISTORICAL BACKGROUND OF EXTRACURRICULAR ACTIVITIES

## CHAPTER II

This chapter includes a brief review of the general extracurricular field including school stores or student exchanges. Since many volumes presenting many points of view, many degrees of enthusiasm, and many influences of local situations have been written on this subject, this review cannot be, in any way, considered exhaustive. Nevertheless, the material presented in this chapter is believed to be representative of the most important published material in this large field.

Almost all of the books and magazine articles about extracurricular activities were published between 1920 and 1930. Publications of a later date on this subject are almost non-existent. This may be due to the fact that no apparent major changes or additions have been made in the field of extracurricular activities for the past twenty years. A few current magazine articles are to be found, however. These are believed to indicate a slight renewed interest in the subject.

The material presented in this chapter is grouped under the following four general headings:

- (1) meaning and classification
- (2) principles and objectives

(3) warnings and obstacles

(4) financial aspects

Many definitions for the words 'extracurricular activities' have been written. One of the earlier and simpler ones was presented by Wilds (32:3) when he wrote that extracurricular activities are "-----those activities of the school that are outside the traditional curriculum." Fretwell (9:6), a few years later, stated that, "Extra-curricular activities may be defined as those legitimate activities of the school not otherwise provided for."

At the present time, some so-called extracurricular activities have become a part of or are so closely allied with the curriculum that any distinction is impossible. Activities which are classified as extracurricular in one school are classified as curricular in another and are scheduled during the official school day. Often, they carry school credits toward graduation. For this reason, Millard's statement (21:4) that, "Extra Curricular Activities may be defined as those activities which have been developed in the schools to supplement the curricular program; for the purpose of bringing about a more complete realization of the objectives of education," is an accurate description of the situation although it is not as complete as it might be.



According to Carey (3:61), who did not offer a formal definition but made some timely suggestions, extracurricular activities "-----have seemed to spring up spontaneously, out of situations that were not foreseen or planned." One of the earlier activities that took its place in many schools because of an unanticipated situation was baseball. High school boys who appeared to have promise of being good players were asked to join one of the 'town teams'. School authorities soon realized that these high school baseball players were not being properly supervised in their activity and were often coming under the influence and copying the habits of the less desirable among the adult players. In order to remedy this situation, baseball teams were organized under the supervision of the school and interclass and interschool baseball had its beginning.

One of the most widely quoted statements about extracurricular activities is that of Briggs. He (16:1) believed that, "Extra-curricular activities help to make possible the teaching of young people to do better the desirable things that they are going to do anyway."

Many writers make reference to the fact that the extracurricular programs in schools serve as a better partial preparation for living in a democracy than a school program which is inflexible and completely managed

by the school staff. Under a well supervised extracurricular program, the pupils have the opportunity of working toward definite aims without each step having first been outlined by some teacher, and of learning by doing. According to Alpern (1), group activities assist the pupils to participate in school government and aid the teachers in making the classroom work a social enterprise. He (1:91) wrote that the "-----democratic process can be effectively developed in the extra-curricular program of the secondary schools."

Cubberley (9:vii) elaborated on the same thought when he stated: "The so-called extra-curricular activities-----offer the school the most useful tools for that adaptive, directive, and corrective training of youth which is now conceived to be the function of the school to provide."

Because of the great diversity of activities listed under the heading of extracurricular activities and because of the varying practices within each school, numerous classifications of these activities have been suggested. One of the groupings that related the activities to the school program included (14:13-15):

- (1) Semicurricular (tied up with the curriculum and credit may be given)
- (2) Auxiliary to classroom work (no credit given,



includes departmental clubs)

(3) Citizenship organizations

(4) 'Hobby' organizations (may be tied up with the curriculum by slight threads)

(5) Social organizations

(6) Organizations whose control is vested outside of the school.

In his book "The Organization and Administration of Extra-Curricular Activities," Millard made nine subdivisions according to the purpose of the activity involved (21:9):

"(1) Group organizations for all

(2) Academic or departmental societies and clubs

(3) Student government

(4) Clubs

(5) Assembly participation

(6) Cooperative organizations

(7) Social activities

(8) Entertainment

(9) Honorary organizations."

A second classification, based on the purpose of the activity involved, was prepared by the 'Extra-Curricular Sub-committee of the Committee on Standards for Use in the Reorganization of Secondary School Curricula'.

This classification was (26:542):

"(1) Participation in the organization, management, and control of the school (includes a school store)

(2) School and community activities

(3) Religious, social welfare clubs, and organizations of relief

(4) Purely social activities

(5) Athletic and physical training activities

(6) School publications

(7) Drama and public speaking

(8) Musical activities

(9) Subject club activities

(10) Miscellaneous club activities

(11) Assemblies

(12) Home room activities."

Although the above classification is comprehensive and has proved satisfactory, the following divisions, as stated by Fretwell, have the advantage of emphasizing the objectives to be obtained from a program of extracurricular activities (10:637):

"(1) Home rooms -- in order that all pupils may develop

(2) Class organizations -- for practice in governing

(3) Student councils -- to direct the extracurricular program

(4) School teams -- to inculcate right habits of living

(5) School publications -- for emphasizing news (partially curricular)

(6) Clubs -- in order that provision may be made for individual differences in interests."

There are many other classifications of extracurricular activities, but these four groupings are quite representative. When one turns to the study of the principles and objectives underlying the movement, he finds the extent of possibilities almost as broad as the classifications. The concepts expressed in the various listings are, however, considerably more unified than the principles and objectives are.

Before one considers any lists of objectives or principles, he might well review a few isolated statements. Roemer and Allen (27) believed that many pupils remain in school because the extracurricular program promotes feelings of "ourness." They (27:14) stated that "-----extra-curricular activities and curricular activities supplement and grow out of each other and-----no school is functioning properly when it is weak in either respect." They (27) suggested further that extracurricular programs are natural outgrowths of the shift from subject matter to child development and are in harmony



with the democratic spirit of government from within.

Many authors indicated that they believed character training for acceptable living in a democracy was the broad purpose of the extracurricular program, but they stressed that great care was needed in its organization and supervision. During the last thirty years or more, there has been a trend away from the former close supervision of the young people by the home, school, and church. More emphasis has been laid on the necessity of high school pupils learning to think for themselves so that they would be more able to make decisions and govern their own actions. Too often these decisions and actions have been unguided and have been selfish, short-sighted, and otherwise unworthy. The desirability of teamwork, cooperation, and the development of a feeling of responsibility have been emphasized, but have frequently been left to their own development, to love of display, or to the unguided activities of the most aggressive pupils.

Alpern (1:91) suggested that, since pupils were being prepared to live under a democratic form of government, they should be brought to the realization that a democracy "-----respects the personality of every individual whatever his origin or present status; develops in all a sense of belongingness; and provides opportunity for each and every individual to make the best of such

natural gifts as he has and encourages him to do so," but offers little concrete material for the accomplishment of these ends.

Whether the extracurricular program has accelerated or retarded or had no bearing on this trend toward greater self-control is not a matter of clear record since few studies have been made to determine the extent of the influence of participation in extracurricular activities. Nevertheless, many writers on the subject believe that the extracurricular program should do and has done much in assisting pupils to learn ways of governing themselves and others. Following this trend of thought, Hausle (11:512) wrote more or less exhortatively, "When extracurricular activities receive the approbation of the administrators and when activities are properly organized and centralized they will become an important means of achieving the goal of education as set forth by the Commission for the reorganization of secondary education."

Prunty (24:4) was more specific about the need for comprehensive instructional leadership when he stated these three essentials for the adult guidance of extracurricular activities: "First, provide a graduated comprehensive curricular program of extra-curricular activities; second, give administrative direction to these activities in the selection of skilled leadership; third,



establish suitable controls providing for appropriate participation and adequate social recognition."

If, to these essentials, one adds the three principles underlying the administration of extracurricular activities as proposed by Jones, the administrative aspects are fairly complete. These three principles were (13:510, 514, 520):

"Faculty guidance with student cooperation means true democracy in the control of the social life of the school." "A second principle-----is that no activity has a place in such a program which does not contribute in some way to one of the objectives of secondary education." "A third principle-----is that the school should provide a definite scheme to insure uniformity in the care of funds of student activities and in the sale of tickets to school events."

Next, it might be well to consider some underlying principles of the extracurricular program as related to the function of schools in general. Fretwell (9:2) believed that two factors were essential. "It is the business of the school to organize the whole situation so that there is a favorable opportunity for everyone, teachers as well as pupils, to practice the qualities of the good citizen here and now with results satisfying to the one doing the practicing." "Whenever possible extracurricular

activities should grow out of curricular activities and return to them to enrich them."

Because the activities spoken of as extracurricular have, among many educators, gained recognition as vital parts of the high school program, Foster (8) held that every high school should promote these activities. He (8:3-10) further believed that, besides helping in most instances to motivate the curricular activities, they provided opportunity for the:

- "(1) recognition of individual differences;
- (2) preparation for life by living;
- (3) equalization of opportunity;
- (4) development of qualities of leadership, initiative, cooperation, and intelligent obedience to authority."

Not only must a democracy have leaders, but it must also have intelligent followers. This was expressed by Terry (30:53) who stated that, "The entire population needs training in followship."

While making a list of basic concepts for extracurricular activities, Eaton (6:66) stressed the need for the deriving of individual pupil benefits from any extracurricular program. "The outcome of any extra-curricular activity, so far as the student is concerned, is the change that has been effected in ways of meeting life,

the ease and certainty of his habitual contacts with his fellow men, his choice of values, and his willingness to share."

McKown in his book, 'Extra-Curricular Activities', listed six objectives as essential for a successful extra-curricular program. These (16:4-7) involved attitudes and definite plans which would:

- "(1) prepare the student for life in a democracy;
- (2) make the student increasingly self-directive;
- (3) help teach cooperation;
- (4) increase the student's interest in school;
- (5) foster a desire for law and order; and
- (6) develop any special abilities which a pupil might have."

The objectives of an extracurricular program in a junior or senior high school should, according to Millard, (21:18) include:

- "(1) the development of the qualities of a good citizen;
- (2) the opportunity for the worthwhile use of leisure time;
- (3) the chance to do better those things the pupils will do anyway;
- (4) the satisfaction of spontaneous interest;
- (5) the improvement of school discipline and morale;



and

(6) the enrichment of the regular curriculum."

In order to eliminate some of the dangers and obstacles to be found in many extracurricular programs, an ounce of prevention is frequently helpful. Fretwell has listed a number of "dos" that should prove beneficial in this particular. He called them the "seven sign-posts." They were (9:12-16):

"(1) Develop a constructive program for your school and instigate it gradually.

(2) Let number one grow out of the life of the particular school.

(3) Include in your plans a recognition of the fact that the pupil is a citizen of the school.

(4) Try to see that teachers accept wholeheartedly the responsibility of developing the activities.

(5) Provide for activity supervision.

(6) Develop intelligent public opinion within the school by giving pupils the opportunity to know, understand, and share in the solution of school problems.

(7) Remember that the principal, as leader, is responsible."

It is apparent that many of the difficulties encountered in extracurricular activities arise from one of two sources--the teacher does not know what he or she is

attempting to do or the pupil has not been properly prepared for and sustained in the activity. Before a teacher can successfully sponsor any extracurricular program, he or she must understand the underlying principles and objectives of the whole extracurricular program as outlined for the particular school. The adviser must also know and be in sympathy with the purposes, possibilities, and values of the activity for which he or she is responsible. Hausle (11) suggested further that the adviser should be suited by temperament for the particular responsibility and should be able to look upon the assignment as a source of inspiration instead of an additional task.

Pupils can be expected to participate successfully in an extracurricular program only if they are attracted to the program because it offers satisfaction to their needs and interests. There must be an opportunity for them to help in the planning and carrying out of the objectives of their organization. All activities should be initiated slowly, the faculty should be carefully prepared, and the students must understand what is being undertaken, according to Roemer and Allen (27).

A list of warnings about high school pupils' school activities was presented by Meyer (19:8-9). The first one stressed the idea that the teachers' interests must be aroused and the pupils' confidence inspired. He also



suggested the avoidance of excesses both in the number of activities in which an individual pupil participates and in the total number of activities sponsored by the school. The need for proper organization and administration and cognizance of the fact that extracurricular activities are no panacea for all ills were also emphasized. Meyer (19) further believed that, since pupils learn more effectively and more rapidly by doing rather than by being told what to do and what not to do, the program must be one of active participation while at the same time progress should be made slowly, for example, pupils who have an opportunity to publish a school paper will learn more about journalism than pupils who only study the problems with the assistance of a textbook. Of course, pupils who expect to write and the teacher who expects to assist in the writing of a regular well-organized school paper must be satisfied, at first, with a simple beginning.

It has been suggested that all extracurricular activities except athletics, the yearbook, newspaper, and school store be abolished each spring at the close of school and that pupils petition in the autumn for their renewal. This plan would, of course, eliminate all activities for which pupils did not feel and express a need. The exceptions, as listed, would have to be continued

from year to year in order to allow for continuity and to provide for advance planning and summer acquisition of equipment and supplies. The practice of the discontinuance of an activity at the end of the school year would place the school under an informal plan of procedure. According to Dement (4:41), under the informal plan, "Students and the faculty together determine each year the course which the extra-curricular activities of the school will follow."

Not only must the pupil understand why a given activity is functioning but he must also assume responsibility for his own participation, Dement further stated. She emphasized the evils existing when too few pupils participate in the extracurricular program and the undesirability of faculty uncooperativeness and lack of interest or ability. In some schools, a few teachers who are willing and capable are responsible for all of the extracurricular activities. The remaining faculty members either refuse to assume any responsibility or are unable to do so. They may even be critical of procedures followed by club and group advisers while having no constructive criticisms or assistance to offer. Sometimes a teacher makes so many demands upon a group of pupils for special classroom assignments that they are unable to take part in desired extracurricular activities. Then,

too, some teachers are unwilling to cooperate when some activity, other than their own, requires a pupil's participation. They are very different, however, when participation in the activity they sponsor requires special consideration from other teachers or the excusing of pupils from classroom work.

Wilds (32) admitted that there are many evils in any activity program, but he believed that these evils could be eliminated if the proper regulations were made and enforced. He listed the following five difficulties that could be overcome but which, if left uncontrolled, could do serious harm to the entire extracurricular program as well as to the pupils in the school. These obstacles (32:70) were:

- "(1) overloading upon a few teachers and pupils;
- (2) neglect of curriculum work;
- (3) lack of compensation for teacher sponsors;
- (4) difficulty of securing competent and willing teachers; and
- (5) conflict in dates or scheduling of events."

If the problem of overloading activities upon a few pupils arises within a school, then democracy of opportunity has not prevailed. Those pupils who are socially minded will, if left unrestrained, attempt to participate in too many extracurricular activities and neglect their



classroom work, while those who are more in need of the socializing influence of an activity will probably take an inactive or no part in the organizations. In the words of Millard (21:44), "If extra-curricular activities are to achieve the objectives set up for them it is necessary that all pupils be given equal opportunities to take part." He (21:45) stated further that, "There is little doubt but that guidance is necessary in the proper selection of activities."

Since counselors in the high schools spend considerable time assisting pupils in preparing their curricular programs, it would seem reasonable to assume that they should also assist these pupils in selecting their extracurricular activities as well. Jordan (14:242) wrote that, "The adviser, who has in mind the all-around growth of the child is not to be content with working out a scholastic program alone." Proper guidance should make it possible for pupils to participate in the activity or activities in which they are most interested and from which they will receive the greatest benefit.

Reavis and Van Dyke (25) found that a comprehensive survey of 224 secondary schools indicated that three-fourths of these schools attempted to regulate participation in their extracurricular activities. They (25:73) stated that, "The methods (of regulation) vary widely,



some schools restricting on the basis of number, administrative regulation, scholarship standing, arrangement of schedule, and the like." This survey (25:32) further pointed out that "-----the schools in the Middle West, the six-year and senior high schools, and schools enrolling 100 or fewer pupils favor restrictions by scholarship marks."

In answer to the problem of neglect of curriculum work, Millard (21) suggested that an activity schedule should be so arranged that overparticipation by any pupil would be impossible. At the same time, provision should be made for more boys and girls to take active parts in one or more extracurricular organizations. Frequently, more pupils might participate in a particular activity if scholarship standing was not a criterion for such activity. Some educators and writers insist that people with low grades should study in their spare time; but experience has shown that they frequently, or usually, do not do so. A few cases have been reported in which pupils have, apparently, shown greater interest and made improvement in their regular classroom work because they were allowed to participate in the extracurricular program of the school. Some even suggest, however, that participation in an extracurricular activity should be a reward for good classroom work. Few studies have been conducted to

determine the scholastic effect of extracurricular activities, but Meyer (19:7) stated that participation in an extracurricular program had very little effect on scholarship although there was a positive and beneficial influence upon school citizenship and morale.

In a survey conducted by Roemer and Allen (27) only one activity, athletics, was found to have a poor effect on scholarship, and they believed that the adverse effect of athletics was probably due to the commercialized aspects of the program and to the influence of individual coaches. Among other writers, Jordan (14) suggested that the setting up of scholastic requirements for non-athletic extracurricular activities might have been an outgrowth of the scholastic requirement for athletics but that, on this basis alone, low scholarship standing should not be considered a valid reason for excluding a pupil from participation in an extracurricular activity. He (14:237) wrote that, "Just now a sentiment is being expressed to the effect that in view of the intrinsic values of these activities the pupil be allowed to share in them, even though he is not succeeding in his efforts to convince his teachers that he is earning passing scholastic marks."

Jordan (14:239) also believed that scholarship requirements for participation in an extracurricular activity should be held to a minimum because otherwise some

pupils would be deprived "-----of a type of educative experience vitally necessary to their full development." Millard (21:51) was even more emphatic when he asked the question, "Extra-curricular activities are to make better potential citizens, then why limit according to scholarship?"

A survey of 512 students who attended six high schools in Minneapolis from 1922 to 1925 and who spent the following four years in the University of Minnesota was made by Smith (28) to determine the relationship, if any, between intelligence and participation in extracurricular activities. Among his findings (28:682) were the following:

"(1) Men in high school who chose dramatics and publications ranked higher in ability while those in athletics and music ranked lower.

(2) Women in high school who chose publications and dramatics ranked higher in ability while those in social activities ranked lower."

The question of extra compensation for the sponsors or advisers of extracurricular activities has brought forth considerable argument among teachers. Some teachers believe that, if a sponsor is relieved of a classroom assignment, no extra compensation should be expected; while others argue that much extra time is involved and



supplementary pay is, therefore, fair. The East Chicago Public Schools have accepted, according to Owen (22), a special salary schedule for extracurricular activities. Compensation ranges from fifty dollars to two-hundred dollars a year plus one free period a day. The criteria for extra pay are (22:143): "special responsibility for pupil progress and student welfare (counselors) or special responsibility for materials, supplies, and equipment; exacting character of the work; influence on the public (dramatics and music for examples); or disconnection between the special activity and the teaching load (cafeteria manager and history teacher for example)." This schedule does not include athletic activities.

No study has been made, apparently, to determine whether increased pay insures increased performance, but pay alone may make little or no difference in performance. However, McKown (22:143), in an editor's note following Owen's report on the special salary schedule in East Chicago, stated, "Naturally, we believe that such definite recognition of these extra responsibilities will represent a good investment of school money."

Not only the matter of compensation but the difficulty of securing teachers as sponsors has caused trouble in many activity programs. A survey conducted by Briggs (2) indicated that principals in general favor teachers



being prepared to guide and direct extraclass activities. The report stated that principals believe teachers should take courses in and participate in extraclass activities while attending college, university, or teacher training institution. Administrators wrote that they would appreciate special training in the handling of assemblies, student councils, clubs, music, student publications, and forensics--to mention only a few (2).

Although administrators in high schools continue to desire that their teachers be trained to handle extracurricular activities, the schools of education and college and university administrators have done little to encourage such training. This is probably due to the fact that training for efficient sponsorship of extracurricular activities would be a difficult task involving many contingent problems and college and university administrators in general feel that the academic schedule for teachers is already sufficiently complicated.

If all pupil and teacher problems involved in any extracurricular program were ever solved, there would still be the questions of conflict in dates and adequate space for housing the various activities--to cite only two administrative problems. The problem of date conflicts can be handled most efficiently by means of a calendar committee, as proposed by Holch (12), among others.

His plan provided for a sponsor for each club as well as a committee of faculty members whose duty it was to prepare a calendar of meeting days and hours. In planning the calendar, the committee was to take into consideration the membership of each club or group and attempt, insofar as possible, to avoid having two activities that included the same participants meet at the same time or in close succession. Pupils would be expected to drop an activity if conflicts existed and could not be remedied. Each adviser would then assume full responsibility for meeting with his or her group only at the periods indicated and for the length of time allotted by the calendar. Holch's plan would, if carefully followed, avoid date and pupil conflicts but, to be complete, it should also include the place of meeting. Thus, the question of two groups wanting the auditorium at the same time, for example, would be eliminated.

That the problem of adequate housing for all extra-curricular activities needed more attention was suggested by Konold (15) in his article "Housing the Student Participation Program." This author believed that, at least in the larger schools, provision should be made for a student body office, store, bank, publications office, a club or conference room, a boy's league and a girl's league room, and a student union, if feasible.

Among the many problems involved in any extracurricular program, the question of financial procedures is of great importance. Stout (29) showed, in his report on the total costs and the per pupil costs of the extraclass activities of 461 Iowa high schools, that large sums of money are spent in extraclass activities. His survey (29:162) showed that the total cost of all extracurricular activities ranged from a low of eighteen dollars in one school to a high of \$42,873.93 in another school. The mean or average amount was \$2,315.36 a year. When the problem was approached from the per pupil cost, Stout (29:164) found that the mean was fourteen dollars and fifteen cents a year. Pupil costs ranged from a low of thirty-three cents to a high of sixty dollars and forty-three cents.

Many schools have found it necessary to abandon some activities or have had serious difficulties in financing their undertakings because sufficient interest and understanding of the financial aspects of an activity program have been lacking or programs have been too ambitious, especially for small schools. Sometimes initial enthusiasm for some activity has not been sustained and extensive initial investments have been wasted or goods contracted for have not been paid for. In addition, opportunity has been given pupils and teachers to practice poor business procedures and even to misappropriate funds



or goods. Since waste, extravagance, and actual dishonesty may result when the finances of an extracurricular program are carelessly handled, Jordan (14:225) believed that "-----the proper method of control (of school finances) becomes the most important objective of the entire administration of extra-classroom work."

In his unpublished master's thesis, Maker emphasized that there are two aspects to the problem of supervising a school's student body finances. He (17:119) stated that, "The first (phase) relates to the purely accounting procedure, which comprises the system for recording the receipt and disbursement of all funds through a central office, as well as all the necessary forms for the proper recording of money or materials handled in all departments of the schools; and second, it is concerned with the development of those educational ideals of cooperation, service, courtesy, and honesty, which are so essential for producing good citizens and leaders."

According to Terry (30) the handling of extracurricular activity finances should be provided for in such a manner that business-like methods will prevent waste, that funds will be used as intended, that the reputation of those in authority will be protected, and that the whole procedure will inspire confidence in all concerned. He (30:331) wrote further that, "It is important not to



waste money but it is more important to teach honesty and financial probity."

The following statement by Fretwell (9:446) is equally forceful. "The school that provides a favorable situation for loose practices in handling money is little short of criminal."

It is, of course, undesirable for pupils, teachers, or administrators to be given an opportunity to be dishonest, but the real harm in allowing loose practices in handling money to go unchecked lies in the fact that pupils may assume that public business or employers' money can be handled in a like manner. Then, too, "----- the school has failed to use an opportunity for real practice in living." (9:446)

Numerous authors have made excellent suggestions as to specific procedures to follow in school financial matters, but the writer believes that the accompanying list by Jordan is quite adequate, if at least two additions are made. These additions are first, the necessity of a purchaser obtaining a purchase order or requisition before obtaining material or making charges and, second, the necessity of having an audit made by some responsible person at least once every year. Jordan's (14:226-31) list included the statements:

"(1) Funds should be centralized although each

organization should also have its own accounting system.

(2) All payments should be made by checks which require two signatures, and duplicate vouchers or statements should accompany all payments.

(3) A proper allocation of funds is necessary; therefore a definite budget should be used.

(4) Special care should be exercised in the handling of all ticket sales."

Writers and educators agree that purchasing by requisition only is advisable yet, in some schools, teachers and principals are very lax about this. Thomasson (31) recommended an office requisition for every expenditure, however small. In his unpublished master's thesis, Doughton (5) indicated that principals believed a signed requisition should be obtained before any purchase is made.

Terry (30) agreed with Jordan's first two statements above when he wrote that each school should have a specially qualified and bonded general treasurer and should bank in a single account. He (30) wrote further that monthly statements, periodical publications of audits, and a pupil treasurer for each organization are also essential.

An hour-and-a-half banking period a week with a school clerk being responsible for checking, depositing,

and keeping a financial ledger of all moneys turned in by the various activity treasurers was the suggestion of Thomasson (31). The writer believes, however, that since funds for extracurricular activities are collected by class, group, and club treasurers or by ticket sellers at any time during the school week, there should be more frequent banking periods. No pupil or teacher (except the school treasurer or some other person especially designated when necessary) should be expected or allowed to be responsible for school funds over night. While suggesting that the problem of extracurricular finances is of late being given more attention, Mason (18) stressed the necessity for a yearly audit by the treasurer of the board of education or some other responsible and disinterested person.

The question of preparing a budget for an extracurricular program has received considerable attention from various writers, but many schools have made little or no use of the budget plan. Elsdon (7) found that "lack of time," "no need," and "too complicated" were given as reasons for omitting the budget plan. This author (7:14) also offered a very good definition when he stated that a budget is "-----a plan for the future which involves the getting of money and the spending of money." Many writers agree that, if a budget is reasonably flexible,



its use will be more acceptable in an extracurricular program.

In general, a budget provides opportunity for pupils to learn to estimate, to find out how the money is to be earned, and to plan the spending of the money available. Two plans are usually practiced in budgeting. The money is either allocated on a predetermined percentage basis or money is provided on a present need basis. Mason (18) suggested that the former procedure is better even if there is a tendency for the percentages to become fixed, although the latter method must be used if sufficient money is not available.

A survey of budgeting and accounting methods by Paulsen (23:376-8) showed that ninety per cent or more of those responding to his questionnaire believed that:

"(1) The total appropriation should be limited to the minimum estimated income for all extracurricular activities.

(2) The budget maker should counsel with all student managers, faculty sponsors, and others dealing with finances.

(3) The managers should be responsible for seeing that their activity stays within its budget.

(4) As a financial guide to budget making, the previous year's statements should be used.



(5) Bank statements and check stubs should be balanced monthly.

(6) The same set of books should be used for budgeting and bookkeeping.

(7) An accurate record of receipts and expenditures is considered essential.

(8) Requisitions should be required before expenditures are made.

(9) There should be a faculty adviser to the student council.

(10) The financial adviser should be a member of the faculty.

(11) All money should be deposited with the student body treasurer and banked.

(12) All bills should be paid by check."

Although no mention was made in Paulsen's survey concerning the question of ticket selling, here also is a real problem that should be solved. A systematic method for ticket selling is highly desirable (30). Too frequently, the general public suffers because pupil ticket sellers have not been taught to be courteous and to handle their duties with accuracy and a reasonable amount of speed. In some instances, also, the school or a particular activity of the school has not received its legitimate financial return because the sale of tickets was carelessly

handled. Meyer (20:66) stated that, "A close account of all tickets should be made."

He included a statement (20) that a record of the person to whom the tickets are given to be sold and the number of tickets given, sold, returned, and the cash received should be kept. When the account balances, the signature of the person involved should be obtained.

Serially numbered tickets are also useful in keeping finances straight. All persons handling tickets should realize that they are responsible for all tickets entrusted to them. That the tickets or the money represented by the tickets must be returned should always be the rule.

The problem of the successful management of a high school extracurricular program is a complex and difficult one. This chapter has been included in this thesis in order to provide a background for a study of the Portland high school student exchanges which are a part of the activity program of each of the eleven high schools in that city.

## THE PORTLAND STUDENT EXCHANGES

### CHAPTER III

The principal part of this chapter will be presented under the three headings:

- (1) Organization--including general features, faculty sponsorship, and pupil assistance;
- (2) Activities--including books, stationery supplies, related sales, student-body cards, concessions, and other money-making projects; and
- (3) Financial management--including budgets, requisitions, deposits, expenditures, change funds, records, volumes of business, and profits.

Since each of the Portland high school student exchanges was organized because the school felt a need for its services, some of the schools have had school stores for long times while others have only of late established their stores. The oldest of these stores is the one at the Jefferson High School. This exchange was begun thirty-seven years ago, and has been in continuous service since that time. The most recent of these stores is the student exchange at the Benson High School. This exchange was begun in December 1946, and has already proved very popular. The approximate date of the beginning of each of the student exchanges in the Portland high schools is



contained in Table I.

TABLE I

DATES OF ESTABLISHMENT OF THE PORTLAND STUDENT EXCHANGES

High School	Date
Jefferson	1910
Lincoln	1924
Grant	1925
Franklin	1930
High School of Commerce	1935
Jane Addams*	1939
Roosevelt	1939
Washington	1939
Sabin*	1940
Benson	1946
Girls' Polytechnic	not available

\*disestablished as high schools, 1947-1948

Only one of the student stores has been officially called a "student exchange," although a majority of the advisers agreed that this title would have been appropriate for all. Table II lists all of the Portland high schools for the school year 1946-1947 and the official titles of their student exchanges.

TABLE II

## THE OFFICIAL TITLE OF EACH STUDENT EXCHANGE

High School	Exchange
Benson	Student Exchange
Franklin	Student Body Office
Girls' Polytechnic	Sales Room
Grant	Student Store
High School of Commerce	Book Exchange
Jane Addams (six-year)*	Book Exchange
Jefferson	Livewire Office
Lincoln	Book Exchange
Roosevelt	Activity Office
Sabin (six-year)*	Students' Store
Washington	Student Body Office

\*disestablished as high schools, 1947-1948

Unofficially, the Sabin pupils called their store the "Pop Stand," and the Jeffersonians spoke of their "Book Store" since the name "Livewire Office" had long since lost any significance.

The exchanges have not been closely related to the other extracurricular activities within the individual schools with the exception of the Roosevelt High School. Several of the advisers emphasized the point that the

stores were definitely not parts of the schools' general activity organizations even though the exchanges, as well as many other groups, functioned in the interests of and for the benefits of the general student body. In the case of the Roosevelt High School, the relationship was primarily in name only. The student council recognized the "Activity Office" as an official part of the extra-curricular program; and the school manager, who served on the council, was also a member of the store corps.

In general, the organizations of the school exchanges have been quite similar. A convenient or available space was set aside for the store's operation and a faculty sponsor was chosen by the principal. The sponsor purchased, at wholesale, a few school stationery supplies and chose one or more pupil clerks to assist with sales. The school store then opened for business usually before and after school but sometimes only at the beginning of each term. A book exchange--new and second-hand books for sale, payments made when books were sold, and a commission retained--operating at the start of each term was, in at least two stores, the forerunner of a school store proper. From these simple beginnings some of the store exchanges have grown into profitable businesses. Stationery supply inventories have been replenished and augmented, textbooks, locker and bicycle locks, candy,



soft drinks, and sundry supplies have been added in many schools.

All of the money collected from each school store is either deposited each day by the adviser for the exchange or the day's income is turned over to the school treasurer who makes the necessary bank deposits. Bills are paid by the school's treasurer who also keeps a record of income, expenditure, and profit for each school store. In some instances, the school exchange has also served as an intermediate bank for the convenience of all the other extracurricular activities of the school. Profits from the school stores are, at the end of each school year, transferred to the general student body funds. No specific financial records have been required of the exchanges except that a statement of total income and expenditure has been expected by the Portland School District and a yearly audit of the combined records of all the extracurricular activities of the school has been mandatory.

The sponsor of each school exchange has assumed his or her duties at the request of the principal of the particular school. In some cases, but not all, these faculty advisers have been given lighter academic loads because of their added extracurricular activities, and some have also received supplementary compensation paid

out of the proceeds of the school stores. Each adviser has been held entirely responsible for the business procedures and financial aspects of the store under his or her supervision.

The adviser has been expected to order the necessary supplies, supervise and assist with sales, check the money collected each day, and deposit the same or designate some pupil to take over this latter responsibility. The adviser has also been expected to take or assist in the taking of periodic inventories and to keep a check on current supplies in order to be able to reorder supplies when necessary and to know that the store was making a reasonable profit at all times. The advisers for the stores that also served as "banks" have had to initiate and carry through a system of receipt-giving and to keep a complete record of all money received and deposited in the neighborhood bank. Since some of the teachers who have served as exchange sponsors were also the schools' faculty treasurers, their duties have been even more involved than the duties listed above. However, the responsibilities listed have covered, in general, the duties of an exchange adviser.

In every instance, the pupils who have worked in the exchanges have been directly responsible to their advisers who, in turn, were responsible to the principal

of the school. The adviser, in many cases, also has served as a home-room teacher for the store workers. At Washington High School, the vice-principal has had some authority over the exchange; and at Grant High School, the vice-principal, as a member of the budget committee, might be consulted by the adviser of the student store.

The amount of time that a store is open has varied from school to school but, in general, the exchanges that had the greater responsibilities were open more often and longer than the exchanges whose services were more limited. The hours of business for each exchange during the spring of 1947 appear in Table III, page 45.

From this table, it may be noted that all of the exchanges except one were open before school was in session in the morning but only seven remained open after school. Of the four that were not open in the afternoon, the Jane Addams and the Sabin High Schools did only a limited business, although the adviser for the Sabin School also received, without assistance from the sales force, all money collected from the school student activities. The Roosevelt High School store was open during period seven (the last period in the day) for banking purposes; but the Girls' Polytechnic High School apparently made no provision for money collections from other activities after the second lunch period even though the sales room



TABLE III

## THE HOURS OF BUSINESS FOR EACH EXCHANGE

High School	Hours
Benson -----	30 minutes each morning, the two lunch periods, and 30 minutes or longer after school each day.
Franklin -----	before school in the morning, the two lunch periods, and after school if necessary.
Girls' Polytechnic -----	before school, periods 1 and 3, and both lunch periods.
Grant -----	before school, the first and last periods of the day, the two lunch periods, and a short time after school.
High School of Commerce	20 minutes each morning, the two lunch periods, and a short time after school.
Jane Addams -----	25 minutes each morning and three days a week during the noon hour.
Jefferson -----	before school, the two lunch periods, after school as long as necessary, and any periods the boys who worked had available.
Lincoln -----	before school, all but two periods during the day, and fifteen minutes or longer after school.
Roosevelt -----	20 minutes each morning, both lunch periods; and periods 1 and 7 to receive money from the other activities only.*
Sabin -----	lunch periods only.
Washington -----	all day, including a half hour before school and as long as necessary after school.

\*also open for banking purposes during registration period which was a ten or fifteen minute period set aside each morning for home-room activities

received and cared for all moneys on a banking basis.

Housing for extracurricular activities has not generally received sufficient attention. Every large school, at least, should provide adequate facilities for a student body store, since many schools intend to include an exchange as one means of earning money. All of the Portland high schools have made some provisions for housing their student stores, but facilities are crowded in several cases.

The Jane Addams School is a small school. It has had a very small student store and has done a business of limited scope. Few supplies could be kept on hand because there was insufficient storage space for a larger stock. In contrast, the Benson High School Store facilities have been excellent. The store is located near one end of the first floor main hall, is well lighted, and is adequately provided with showcases and well arranged storage shelves. The general atmosphere has been one of order and business-like procedure.

At the High School of Commerce, the physical situation has not been nearly so good. Although the exchange is located near the front entrance of the school, it is small and has to be artificially lighted at all times. Supplies, except those for a day or two at a time, have to be stored in the basement. Customers remain in the

hall and are served through the upper half of a door opening. According to the adviser at the High School of Commerce, however, plans were to be carried forward during the summer of 1947 to provide adequate space for a new student store in a fair-sized and well lighted room. He stated that in conjunction with the store a cage housing the cash register, that is now in the main office, was to be provided and pupils will then serve as cashiers instead of having the secretary perform this duty as she has done in the past.

The Franklin High School store is about half the size of an average classroom. It has been adequate for the sale of books, locks, and stationery supplies; but candy sales have frequently been held in the hall because the rush of students has been too great for this "student body office." A counter and display shelves, as well as apparently satisfactory storage space, give the impression of efficiency. At the Girls' Polytechnic High School, the sales room is large, light, and well ventilated. It has both counter space and display cases. The adviser believes that sufficient space has been allocated for storing supplies and that all supplies are so located as to make for convenience.

The student store at Grant High School is situated in the same room with the student body office and candy



counter. The space available appeared to the writer to be insufficient for a school the size of Grant High School. A portion of a room across the hall, however, is available when "special" ticket sales are being conducted. Since the spaces occupied by the purchaser and the seller have been divided by a wire cage in which there are three tellers' windows, displays could be placed only along the sidewall shelves. Nevertheless, the sponsor said that a great deal of business was conducted in this store and, with efficient help, the facilities have proved satisfactory.

The exchange at Jefferson High School did business in a room that might serve as a small classroom. The room seems business-like but not very cheerful. There are sufficient counter space and some display shelves but little in the way of showcases. A large amount of supplies can easily be stored, however, and there is room for each of the two boys who serve as clerks and also as student bookkeepers to have desks in the exchange. Excellent provision has been made for the keeping of needed records, such as lock rental files, under the counter where the material is easily accessible. The Sabin School made no pretense at having a large store but did much of the selling there in conjunction with the cafeteria. The sponsor stated that, for the volume of sales and the type

of store, the facilities were adequate and made for efficiency. She felt that the boys were proud of their store and patronized it because their stock was always quite complete.

At the Lincoln High School, the school store is located in a light, large room about half the size of a large high school classroom. A counter and unusually attractive display cases in the form of a "U" outline the space for prospective purchasers. This store has its own adding machine, telephone, and a relatively new cash register--all purchased out of the profits of the business. (Other stores had some equipment, of course, but this exchange seemed to the writer to be especially well equipped.) Adequate amounts of supplies could be kept on the shelves of the store and extra supplies stored in hall lockers and checked into the store proper as the need arose.

The space allocated to the activity office at the Roosevelt High School seems barely sufficient, although the room does provide space for both purchaser and seller. Better facilities in the form of filing cases, added during the last two years, have helped to remedy the crowded condition; but there is still a lack of display cases. Equipment, such as the cash register, is quite old and inefficient; but a small adjoining room for supplies has

proved useful. The exchange is well located just off the school's main entrance hall.

For a large school and one that conducts a big business, the Washington High School probably has the poorest facilities for its store. The space allocated is off the first floor main hall but is only about the size of a large storage closet and has to be artificially lighted. Customers stand in the hall and are served through a teller's window placed in a wire netting. Shelf space is at a premium, no displays are possible, and the supplementary supply storage space is inadequate. Nevertheless, supplies were arranged to facilitate easy handling and every bit of available space was put to efficient use. The adviser stated that plans were under way to provide the needed accommodations for the exchange in the very near future.

Without exception, the student exchange sponsor was chosen by the principal of the particular school. The criteria used in making the selections were not ascertainable by the writer. Table IV, page 51, indicates the type of curricular work that each adviser did during the school year of 1946-1947.

None of the advisers would admit to having any special ability for performing their varied and somewhat specialized duties, but most of them have served for a



TABLE IV

## THE CURRICULAR WORK OF EACH EXCHANGE SPONSOR

High School	Department or Field
Benson	Machine Shop
Franklin	Commercial
Girls' Polytechnic	Millinery Shop
Grant	Typing-Bookkeeping
High School of Commerce	Office Training
Jane Addams	Mathematics
Jefferson	Science
Lincoln	Commercial
Roosevelt	History
Sabin	Commercial
Washington	Mathematics

number of years. In all but one instance, the advisers of the nine regular high schools (The Sabin and the Jane Addams Schools were discontinued as high schools in June, 1947.) expected to continue with the student exchange extracurricular work; and all, including the one teacher who was actually leaving the work at the time of this study, said that they had found their duties both interesting and stimulating.

The amount of time allocated to the sponsor of the

student exchanges for this work varied considerably among the high schools. Three school schedules relieved the teacher of no class periods for performing the duties of student exchange adviser. In two of these cases, one a large school in which the management of the banking facilities for all of the extracurricular activities of the school was one of the duties of the exchange and the other a small school without the banking duty, the teacher had a full schedule (five classes and one study hall), while in the third the teacher was given one less class in order to serve as banker and bookkeeper for all of the extracurricular activities of the school.

In four schools, the schedule provided one "free" period for each sponsor. In two of these schools, the teachers were responsible as advisers for the school store only, but in one of these the store collected all extracurricular money on a banking basis. The third of these schools expected its sponsor not only to oversee the school store facilities, including banking, but also to assume the duty of checking and assisting the student bookkeepers who kept the combined records and wrote the checks for all extracurricular activities in the school. The fourth of these advisers had an unusual situation in that he arrived at school early enough to conduct one class before the regular school day began. This made it

possible for him to have five classes and, then, in the afternoon to serve as sponsor for the exchange, check the extracurricular activities' bookkeeper's work, write checks, make deposits at the local bank, and handle all of the rental books.

The four remaining schools scheduled their programs so that the student exchange sponsors had two periods free each day. In three cases, however, the advisers in these schools also assisted with and checked the bookkeeping for all the extracurricular activities and, in every case, the stores served as banks for all funds collected within the schools.

When the writer asked the advisers how much time they actually spent in fulfilling their duties as sponsors, in no case was the answer, "Only the time allocated." Some of the responses were as follows:

"Much extra time;" "four times the amount allowed;" "double the allocated time;" "quite a bit;" "much extra time, including a number of 'after school' hours;" "classes are frequently interrupted;" "classes suffer at the beginning of the term because the school store demands my attention;" "more time than provided."

Eight of the schools gave some extra compensation to the teacher who served as sponsor for the school store, but three schools gave no additional financial remuneration.



Two of the three who were not paid, however, indicated that they received extra pay for assisting with the extra-curricular financial books of the school (fifty dollars in one case, and an unspecified amount in the other).

The compensation for sponsorship of a student exchange and, in some cases, the keeping of the extracurricular financial books as well, ranged from one hundred dollars to four hundred dollars a year and was distributed as shown in Table V.

TABLE V

## ADDITIONAL REMUNERATION FOR EXCHANGE SPONSORS

Annual Remuneration	Duties Involved
(1) Nothing	Store only
(2) Nothing	Store and financial treasurer*
(3) Nothing	Store and financial treasurer*
(4) \$100 approximately	Store only
(5) \$100	Store only
(6) \$100	Store and financial treasurer
(7) \$135	Store only
(8) \$170	Store and financial treasurer
(9) \$200	Store only
(10) \$250	Store and financial treasurer
(11) \$400	Store and financial treasurer

\*additional pay only for acting as financial treasurer

As indicated in the above table, there seemed to be little connection between the amount of work required and the money involved. One teacher received one hundred dollars for having charge of a store only, while another received one hundred dollars for being responsible for a store and the school's extracurricular financial books. One sponsor received one hundred and seventy dollars for conducting a large store and the extracurricular financial books of the school, while another received two hundred dollars for sponsoring only a store of comparable size.

Three of the advisers, one of whom was responsible for an exchange that collected money on a banking basis, were not bonded; while eight stated that they were bonded although one of the eight indicated that she had not signed any papers to that effect. All of the schools carried insurance which, in case of theft, protected faculty members and students if they were conducting any of the school's financial business.

The number of pupils who worked in each of the exchanges varied according to the school and not necessarily according to the amount of work to be done. The number of boys and girls in each store and the amount of time spent by each clerk is outlined in Table VI, page 56.

The two clerks at Jefferson High School were also jointly responsible for keeping the combined financial

TABLE VI

## NUMBER OF AND TIME SPENT BY CLERKS IN THE EXCHANGES

High School	Number	Time
Benson -----	5 boys -----	whenever possible
Franklin -----	4 or 5 pupils ---	whenever the store was open
Girls' Polytechnic	4 girls -----	whenever possible
Grant -----	2 girls -----	1 or 2 periods each
High School of Commerce -----	4 pupils -----	both lunch periods and either before or after school
Jane Addams -----	3 girls -----	whenever the store was open
Jefferson -----	2 boys -----	whenever available but always before and after school
Lincoln -----	8 or 9 pupils ---	one period each
Roosevelt -----	15 to 20 pupils --	2 each period and before school
Sabin -----	4 to 6 boys -----	every noon hour
Washington -----	12 to 14 pupils --	2 each period, and before and after school

books of all the extracurricular activities within the school. At the Roosevelt High School, one or more of the clerks was expected to collect money and sell tickets at all dances, plays, musicales, and athletic games. The



adviser at Washington High School stated that he found it necessary to carry a large corps because the store was open each period of the day.

All of the pupil-helpers were chosen by the student exchange advisers except at Franklin High School. There, the adviser worked with pupils chosen by and recommended by faculty members of the mathematics department. Several other sponsors consulted with other faculty members before appointing the needed helpers. At the Sabin High School, the boys were usually chosen from the "personal accounting" class. In no case was a specific grade requirement maintained but, in practice, pupils with less than average grades were rarely given consideration.

Three of the schools conducted their stores on the theory that the glory of working as a clerk was sufficient compensation. One of the schools, Sabin, did, however, offer supplementary credit in "business practice" if the clerk was efficient. Three of the stores provided activity credits for work done, and five paid their pupils in money. Compensation in the form of pay was either lunch money credit or actual cash. One of the schools that paid its pupils for working in the exchange allowed a twenty cents a day lunch credit and also gave activity credits. The other four schools paid actual cash, ranging in value from about five dollars a month to a little more than ten

dollars a month.

All advisers reported little or no difficulty with pupil clerks taking school supplies either for themselves or for friends. They seemed to feel that there were very few difficulties involving finances because the boys and girls were carefully chosen for their jobs. No special means of curtailing or detecting 'petty thefts' were suggested by any of the exchange sponsors. One adviser did say, however, that he thought it was helpful to allow the store clerks to take pencils and other small items for their own use if they first indicated their needs to him.

With two exceptions, the pupils working in the student exchanges and those serving as bookkeepers for the extracurricular activities were not bonded. The two exceptions included the Roosevelt High School treasurer who also served as bookkeeper for all of the extracurricular activities, including the school store, but was not a part of the exchange proper; and one assistant at Washington High School whose duty it was to check the daily cash receipts.

None of the student exchanges was organized as a unit for social activities. At one time, the Roosevelt High School had had such an organization but it had not proved satisfactory. The store at the Lincoln High School had, however, a business organization within which a

business manager and an assistant manager were chosen and functioned. A daily record of individual sales was kept and sometimes a small prize was offered to the winner. A business manager, chosen by the general student body at Roosevelt High School, had charge of all special drives--such as the Red Cross Drive and the Community Chest Drive. The other school exchanges were not organized into units in any way, as far as the writer was able to learn.

There seemed to be quite a variation in the amounts and kinds of supplies handled by the different school stores. In general, the majority of the exchanges had more or less complete inventories of school stationery supplies, some locks for lockers, a variety of new and used books, and special items desired by pupils for their personal use or required by teachers in special classes.

The Benson School Exchange handled a few new books desired for special classes and will, this autumn, (1947) according to the faculty adviser, include used books on a consignment basis, that is, the pupils will deposit the books they wish to sell in the student store but will not receive any money for the books until they have been sold. The owner of the book will be expected to indicate his desired price for the book and the exchange will then add ten per cent for handling the transaction. The Franklin, Grant, and Roosevelt High Schools all sold a



few new books, when a desire for such service was expressed by some faculty member, and did some business in second-hand books. The Lincoln High School store carried an almost complete stock of new and used textbooks for the various classes. Three school exchanges, those at the Sabin, Jane Addams, and Girls' Polytechnic High Schools, sold no books, either used or new; while the store at the Washington High School handled quite a few used books on consignment, but no new books. The exchange at the Jefferson High School sold both new and used books, but the principal stated that in the fall of 1947 a member of the faculty will take over the selling of all books as well as the renting of school-owned books.

In order to provide a variety of textbooks instead of the one usual required text for each subject, some departments (usually English or history) in the various Portland high schools decided, a number of years ago, to borrow the necessary money from the general student body funds of their school, purchase the needed sets of books, and rotate them among the various sections of the same subject. Pupils in these classes were not expected to purchase any books but instead paid a fifty cent rental fee for each class every term. The idea, first begun on a small scale, has since found favor in more schools and in a greater number of departments. Those departments,

that borrowed fairly large sums of money in order to start on the rental system, have been able to repay the money borrowed and have, in some cases, built up substantial sums for use when available texts have become outmoded. This has been possible because the necessary purchases have been carefully managed and the whole procedure has been well organized. Pupils in these departments have benefited because a variety of books has been available for their use. In some schools, one or more departments have, however, attempted to start on a rental basis without sufficient working capital or have not made wise purchases, and the pupils in these classes have suffered from the lack of sufficient supplies of textbooks.

For some time, pupils have rented instead of purchased books for use in one or more classes in every school except the Jane Addams School. The financial aspects of renting books varied from school to school. At the Benson, Grant, and Sabin High Schools rental fees were collected by the classroom teachers, turned in to the student exchange by the teachers, and deposited by the exchange to the credit of the proper department. The High School of Commerce followed the same procedure except that the money was checked in to the principal's secretary in the principal's office by the teachers and then turned over to the exchange to be deposited. Incident-

ally, this secretary kept all the required records insofar as deposits were concerned and the exchange was responsible only for depositing the total sums of money.

History class fees were paid directly by the individual pupils to the Franklin School Exchange but other fees, of which there were only a few, were paid to the teachers and deposited at the store by the teachers. The librarian at the Girls' Polytechnic High School handled all rental fees without assistance from the student store. At Lincoln High School, the school store likewise had nothing to do with book rental fees since the money for the history and English books (the only books on a rental basis) was collected by the classroom teachers and handed in to the school treasurer.

The exchanges at the Jefferson, Roosevelt, and Washington High Schools had the most difficult tasks insofar as rental fees were concerned because in these three schools each pupil paid his or her fee directly to the student store. At the Roosevelt and the Jefferson High Schools, the pupils received receipts for their total payments and these receipts, when presented to the teacher involved, indicated that the required fee had been paid. All money collected was prorated among the various departments on the basis of pupil enrollment. The Washington School pupils purchased tickets of various



colors, each color representing a particular field of study, such as English, mathematics, history, or science. The number of tickets sold indicated the amount of money to be credited to each department and the ticket itself served as a receipt to be presented to the classroom teacher.

The purchase of new books under the rental system was in no case made by the student exchange, although at the Commerce High School, the faculty adviser for the exchange purchased all books bought by the school. At every other school where books were handled on a rental basis, each department designated one faculty member, called a department chairman, head, or librarian, as the person to order required supplies.

Most of the school exchanges carried a very complete inventory of needed school supplies, including pencils, pens, erasers, notebooks and covers in a variety of sizes, and a wide range of tablets and fillers. Some art and mathematics supplies were carried in nine of the stores. Since the Jane Addams and the Sabin High Schools were the two smallest schools, they needed and had the smallest inventories. At the Girls' Polytechnic High School, a number of 'extras' that high school girls would appreciate were carried, e.g., combs, hairpins, and lipsticks. Lincoln High School had, besides a complete and

large inventory of school stationery supplies and books, quite a number of small items, as shoe laces, combs, pins, needles, thread, and compacts--to mention only a few.

The best supply of special equipment was at the Benson Polytechnic High School. It included such items as drawing instruments and materials, special material needed in technical classes, small hand tools, and individual goggles. In every case, with the exception of the Lincoln High School, supplies were ordered by the adviser. At the Lincoln High School, either the adviser or the student exchange manager did the ordering.

The Lincoln High School adviser stated that an inventory of the student exchange supplies was taken at least twice each year. She was the only one who said that an inventory was regularly taken more often than once each year. However, three of the sponsors added that they took unofficial, cursory inventories from time to time and then re-checked in a week or so to see if the financial returns were adequate in light of the material sold. In all but two schools, inventories were figured on a cost basis.

Besides regular school supplies, some of the exchanges rented or sold locks for use on hall or gymnasium lockers. The Sabin High School exchange had sold locks only during the spring term of 1947, but had expected to continue these sales before the school was closed as a

high school. Five other school stores, including the one at Washington where locks were also rented, made a regular practice of selling locks. The Jefferson High School exchange rented locks only. These locks rented for twenty cents a year, and one lock was used by two pupils who together paid as a deposit one dollar and fifty cents or two dollars, depending on the kind of lock. The Lincoln High School pupils paid ten cent lock rental fees to their homeroom teachers, while at the Roosevelt High School locks were available on a rental basis but not from the Activity Office. Two schools, the Jane Addams and the Girls' Polytechnic High Schools, made no provision for either the sale or rental of locks.

Some exchanges also sold athletic tickets, that is; student and adult tickets to stadium football games, adult tickets to 'home field' football and baseball games, and both student and adult basketball tickets. They also collected insurance premiums for the athletic insurance policies that had to be carried by all boys who participated in "varsity" or "junior" football, baseball, basketball, or track. Table VII, page 66, shows the schools whose student exchanges sold athletic tickets and athletic insurance.

Every high school in Portland defrays, in part, the expense of its extracurricular program by selling



TABLE VII

ATHLETIC TICKETS AND INSURANCE SOLD  
IN THE SCHOOL EXCHANGES

High School	Tickets	Insurance
Benson	No*	Yes
Franklin	No*	Yes
Girls' Polytechnic	No*	No**
Grant	Yes	Yes
High School of Commerce	No	No*
Jane Addams	No	No**
Jefferson	Yes	Yes
Lincoln	No	No
Roosevelt	Yes	Yes
Sabin	No*	No*
Washington	Yes	Yes

\*tickets sold by others but money banked at the Exchange

\*\*These schools were exclusively for girls.

student body cards. Three of the school exchanges sold student body cards directly to the pupils, and five received the money for the cards after it had been collected by homeroom representatives or by special salesmen. The Jane Addams and the Lincoln School stores had no connection with student body cards. At the Sabin school, the adviser, but not the school store, was responsible for student body

card collections. In three schools, student body cards sold for fifty cents a semester; in five schools, the cost was seventy-five cents for a similar term; and in two schools, the pupils paid one dollar a term.

In general, the owner of a student body card received the school newspaper, was given reduced rates to school dances and movies, could attend downtown movies at a special lower price, and had the opportunity to attend one or more special assemblies free of charge. The "Railsplitters," a service organization at the Lincoln High School, felt that their student body card was an especially good investment even though its first cost was two dollars and fifty cents. Apparently, the general student body also thought the Lincoln student body card was a worthwhile investment because most or all of the pupils purchased a card each year. The Lincoln card was valid for one year and, besides including all of the usual student body card privileges listed above, entitled its owner to a copy of the school's annual or yearbook. No provisions were made in the schools to assist pupils who were unable to purchase student body cards, but in some homerooms, pupils sometimes collected sufficient money to purchase a ticket for anyone unable to purchase it for himself.

Only the Washington and the Roosevelt exchanges

were directly responsible for collecting funds for special drives, such as the Red Cross and the Community Chest, or for special fees, including payments for lost school equipment. Six other stores and the adviser at the Sabin High School received the money collected for special drives and fees, on a banking basis, after it was assembled by either the homeroom representatives, by special collectors appointed for the drive, or by organized groups, such as the "Minute Men" of Benson High School. As an extra service, the five school stores at the Jane Addams, Franklin, Girls' Polytechnic, Lincoln, and Washington High Schools, maintained lost-and-found departments.

Special concessions, including candy and soft drinks, were handled in a variety of ways by the various schools. In every instance, however, the organization selling the particular commodity was credited with the profit from the sales. A list of the groups or organizations that sold candy and soft drinks appears in Table VIII, page 69.

From Table VIII, it appears that five exchanges sold candy and three sold soft drinks. A number of advisers stated that they wished their exchanges could handle candy and soft drinks because the percentage of profit was high and the added income would be very acceptable.



TABLE VIII

## GROUPS SELLING CANDY AND SOFT DRINKS

High School	Candy	Soft Drinks
Benson	Special Groups	Special Groups
Franklin	Exchange	Cafeteria
Girls' Polytechnic	Cafeteria	Cafeteria
Grant	Exchange	Exchange*
High School of Commerce	Student Organizations	Student Organizations
Jane Addams	Special Groups	Special Groups
Jefferson	Exchange	Exchange*
Lincoln	Cafeteria or Special	Cafeteria or Special
Roosevelt	Exchange	Band
Sabin	Exchange	Exchange
Washington	Cafeteria	Cafeteria

\*sold to groups only, not individuals

The pupil helpers in the exchange at Roosevelt High School were the only ones who were expected to sell tickets at all school money-making performances, such as musicales, dramatic plays, vaudeville shows, and dances. Their adviser was no longer required, however, to be present in order to bank the money collected. At every school, one or more faculty members was responsible for

keeping overnight the money which had been collected at evening performances until it could be turned in to the proper organization of the school or for depositing this money by using the school's night deposit banking concession. If this money was not taken directly to the bank by the teacher who had it in charge, eight of the exchanges accepted the funds on a banking basis as soon as the store was open for business. At two of the other three schools, the money was turned in to the school student treasurer and in the remaining case the money was turned in to the principal's office.

Each of the schools sponsored a cafeteria for the convenience of its pupils. These cafeterias were self-sustaining, but were not expected to show any large profits. Although a monthly report of expenditures and income was required by the central administration office of the Portland School District, each high school conducted its cafeteria according to its own plans and regulations. The Roosevelt High School student exchange had the duty of checking and keeping, from day to day, the cafeteria change fund. At the Franklin High School, the exchange did the daily banking for the school cafeteria. No other exchanges were responsible for any of their cafeterias' duties or finances.

Each cafeteria had a manager who was not a member

of the faculty. The cafeteria manager for the Benson and for the Lincoln High Schools each paid her own bills and kept her own accounts. The faculty treasurer at Lincoln High School also cared for the inventory and financial reserve for the school cafeteria in her set of extracurricular financial books. At Washington High School, the cafeteria manager paid her own bills but the vice-principal kept the books. Three of the schools, Grant, Jefferson, and Girls' Polytechnic, selected a faculty member to act as special bookkeeper for the cafeteria. At the other schools, the faculty treasurer or the student treasurer under the supervision of a teacher prepared the cafeteria accounts and paid all bills. Two of the faculty treasurers who checked or kept the cafeteria books also served as student exchange advisers. At the Roosevelt High School, a second teacher was added who checked all cafeteria bills before they were paid by the student treasurer under the supervision of a faculty treasurer.

No budgets were prepared for any of the school stores. The only reason given by any of the advisers for this omission was that the exchanges were money-making organizations whose anticipated volumes of business could not be determined. Three of the schools did not provide budgets for any of their extracurricular activities, but the remaining eight schools completed budgets for all



special activities other than the student stores at the beginning of each year. In five of the eight schools, only faculty members were represented on the budget committees, and the principal alone made up the yearly budget in one school. The Benson High School budget committee consisted of the principal, a faculty adviser, and the student body president; while at the Grant High School, the vice-principal, a faculty representative, the adviser of the student exchange, and three or four students made up this committee. No budget contained more than the incidental expenditures for athletic activities because the main portion of the finances for high school athletics was handled by the Portland School District.

The requirement that a teacher or pupil desiring to make a purchase chargeable to any school organization must first obtain a requisition for the purchase was generally mandatory, although careless procedure in this connection sometimes went unchallenged. The only exceptions were at the Jane Addams, Sabin, Lincoln, Commerce, and Jefferson High Schools. At the first four of these schools, the advisers for the school exchanges did not have to buy on requisition, but all others were required to do so. Candy was the only purchase made without requisition at the Jefferson High School. For the convenience of the adviser of the student exchanges at the

Franklin and Roosevelt High Schools, a block of requisition numbers was provided at the beginning of the year and these numbers were usable as required. In most cases, the required requisitions were made out in triplicate. The person issuing the requisition retained one copy; the prospective purchaser was given a copy to present to the store when the purchase was made; and the school treasurer received the third copy. The person or persons from whom requisitions were obtained in each of the Portland high schools is listed in Table IX, page 74.

The exchange's receipts at the Lincoln High School are totalled daily and turned in to the student treasurer. This money, along with all other money collected within the school, is deposited each day at a commercial bank by the faculty treasurer. The Jane Addams School exchange deposits its money every two weeks with the faculty treasurer who makes daily deposits of all other extracurricular and cafeteria money. At the Girls' Polytechnic High School, a student makes daily deposits of all salesroom receipts. In each of the other eight schools, the student exchange adviser banks all extracurricular money--including the store's receipts--at least once every day.

In none of the schools in theory and in general practice are bills paid by the treasurer of the funds from extracurricular activities unless the bills are

TABLE IX

## PERSONS ISSUING PURCHASE REQUISITIONS

High School	Person
Benson	Principal
Franklin	Principal
Girls' Polytechnic	Exchange Adviser
Grant	Exchange Adviser
High School of Commerce	Principal
Jane Addams	Faculty Treasurer
Jefferson	Vice-Principal
Lincoln	Faculty Treasurer
Roosevelt	Vice-Principal
Sabin	Principal
Washington	Principal, Vice-Principal, or Exchange Adviser

accompanied by related requisitions. The treasurers also require that all bills be checked and signed by the faculty adviser of the club or organization against whom the bill is to be charged except at the Sabin High School where all bills were signed by the principal and in the Lincoln High School, in the case of the book exchange, where the business manager's signature was sufficient. Payments are generally made by check. At two of the schools, however,



small items charged against the school might be paid for in cash if the principal approved.

The Jefferson High School provides cash for some club expenditures if the proper form, including a statement of the purpose for which the money is to be used, is signed by the club president and treasurer, the faculty adviser for the club, and the person receiving the money. Procedure varies as to the signing of checks. Table X, page 76, lists the official titles of all persons who are authorized to sign checks in payment of extracurricular activity purchases in the Portland high schools.

All schools require that their student and faculty treasurers keep complete and accurate records of all income and expenditures for every extracurricular activity within the school's jurisdiction. The actual book work in three schools is done by teachers; but in the other eight schools, one or more pupils keep the books under the supervision of a teacher. The required records are kept in ledgers which provide for an account for every club, school department, and special activity in which money is involved, as well as accounts for reserves and inventories, and cash on hand.

All income is posted from daily cash receipts sheets which are furnished daily by the student exchanges in every school except the Jane Addams, Lincoln, and Franklin High

TABLE X

## AUTHORIZED SIGNATURES FOR SIGNING CHECKS

High School	Signatures
Benson	Principal and Vice-Principal
Franklin	Faculty Treasurer
Girls' Polytechnic	Principal
Grant	Principal and Vice-Principal
High School of Commerce	Faculty Treasurer*
Jane Addams	Faculty Treasurer
Jefferson	Vice-Principal
Lincoln	Faculty Treasurer
Roosevelt	Student Treasurer, and Principal or Vice-Principal
Sabin	Faculty Treasurer* and Principal
Washington	Faculty Treasurer* and Vice-Principal

\*also student exchange adviser

Schools. In these three schools, the treasurer makes out the daily cash receipts slips. Expenditures are either posted from the checkbook stubs or from disbursement record sheets. At the Benson High School, a special type of duplicate check is used and the adviser thought that this fact made their keeping of disbursements easier and more accurate.

Each treasurer is required to balance his or her checkbook and reconcile his or her bank statement each month. The treasurer of Washington High School is expected to take a trial balance every two weeks. In the other schools, a monthly trial balance is considered sufficient. The school treasurers' financial reports are given to the principal and sometimes used in preparing budgets for the following year. Little publicity is given to any of the financial records although, in every school, the account of any club or organization is open at any time to the faculty adviser or student officers of the particular organization. The Portland School District also requires of each school a yearly report which includes the total income, expenditures, and profit for every extracurricular activity. A yearly audit, made by a public accountant, chosen by the Portland School Board but paid by the individual schools, has also been required except during the Second World War. No inventories have been taken except by the faculty advisers and the pupil helpers, insofar as the writer has been able to learn.

Two of the schools have no change fund, that is, a sum of money in small coins which is carried over from day to day and is used for making change. The teacher in charge of each of these schools usually has to see that she has some small change available. Four schools found



twenty dollars sufficient for a change fund; one school kept twenty-five dollars on hand; two schools kept thirty dollars--divided in one school into fifteen dollars for stationery supplies and fifteen dollars for candy--and, in the other, twenty dollars for change and ten dollars for petty cash. One school kept forty dollars in the change fund, and the eleventh school started each term with fifty dollars, but decreased that amount as business decreased during the term. The insurance carried by the schools did not cover money left in the buildings at night. As a result, all advisers had to make other arrangements for taking care of the change funds from day to day.

No special records were required of any of the student exchanges except that, as previously stated, eight of the stores prepared daily cash receipts forms whose totals were expected to correspond to the attached duplicate deposit slips. For their own convenience and in order to know that the store was making a reasonable profit, the advisers kept whatever weekly or monthly records they saw fit. A financial statement of the student exchange as a separate unit was not required by any of the principals, but most of the sponsors provided the necessary information anyway for their own knowledge and protection.

Although some of the advisers hesitated to state the yearly profits of the student exchanges under their supervisions, they all agreed that the profits were between ten and twenty per cent of the income. In general, the profit on books ran about ten per cent while school stationery supplies frequently had a twenty per cent profit margin. Table XI, page 80, shows, in the order of volume of business, all of the information the writer was able to obtain concerning the gross incomes for 1946-1947 of all the student exchanges in the Portland high schools.

Student exchanges, in addition to being conveniences for the pupils, are a desirable way for schools to raise money for the other extracurricular activities. They are also a way to help prevent the establishment near the school of "catch-penny" stores and soda fountains which are frequently hazards to the funds, healths, and morals of the pupils. Most towns and cities now have zoning laws that prevent the establishment of new stores near schools, but this procedure which was established some thirty years ago in many places is not yet in force in many communities. Some years ago, Portland passed an effective zoning law preventing the establishment of any new stores immediately adjacent to any of the city's schools. At the present time, only two of the high schools, Washington and Lincoln, have soda fountains or lunch counters near their buildings. As

TABLE XI\*\*

## GROSS INCOMES OF THE PORTLAND STUDENT EXCHANGES

High School	Gross Income
1	\$ 600
2	1300
3	2500
4	2600
5	4200
6	4500
7	10000
8	20000
9	Not available (School's gross income* \$40,000)
10	Not available (School's gross income* \$60,000)
11	Not for publication

\*Gross income includes club and class dues, rental fees, all extracurricular activity moneys, and athletic ticket sale funds collected by the school.

\*\*all figures approximate

conducted, the Portland school exchanges do not fully take the place of neighborhood soda fountains but they do provide candy and soft drinks in most instances, thereby holding some of the pupils voluntarily within the school premises during the noon hour, protecting their healths



and morals to a considerable extent, and making some money for school benefit. In Portland, after the cost of any necessary and approved equipment or improvement for the student exchanges has been deducted, the yearly profit from the school store is, in every case, transferred to the general student body fund for use in any manner authorized later.

From Table XI on page 80 one notes that on the basis of only a ten per cent profit the schools would have available for use approximately sixty dollars to two thousand dollars (omitting the three schools for which figures were not available) each year from the student exchange alone to say nothing of the profit made by the other extracurricular activities. Some extracurricular activities, of course, make no profit and a few have to be financed by other organizations.

Although no attempt was made by the writer to ascertain in detail for what purposes the profits from the various exchanges and other extracurricular activities are used, a few instances were observed. At the Roosevelt High School, approximately twenty-five hundred dollars was spent for band instruments over a period of three years. The lighting of the Jefferson High School football field was financed from the school's student body funds although profits from night games played on the field were expected

to repay the student body loan within a reasonable length of time. Other schools have made purchases of radios, pianos, band instruments, murals, stage equipment including motion picture machines, visual aids for use in various classrooms--to mention only some of the purposes for which profits from extracurricular activities have been used.

Worthwhile as the above projects may be, the money spent for them was made available under very loosely drawn rules and regulations. In fact, it would be possible for the budget committee of any Portland high school and, in one or more instances, for the principal alone to squander the profits from all extracurricular activities for any purpose whatsoever, for example, under the present regulations in Portland there would be nothing legally wrong with a budget committee purchasing new office equipment for the principal or a spring-filled overstuffed chair for the janitor insofar as the writer was able to learn. Never-the-less, it is the belief of the writer that the profits from the student exchanges and other extracurricular activities were, as a whole, wisely and profitably spent.

## SUMMARY AND OBSERVATIONS

## CHAPTER IV

Extracurricular activities have become an integral part of most high school programs throughout this country. From a small beginning in the early nineteen hundreds, the types and scopes of extraclass activities have grown tremendously. Included in the extracurricular activities of some schools is the school store or exchange, as it is often called. These stores have increased in number, apparently, because the schools have found in them a satisfactory means of assisting in the financing of other desirable activities and because teachers have believed that they offer a number of educational opportunities for those pupils who participate in their functioning.

By 1946, in each of the eleven Portland, Oregon, high schools a student exchange had become a part of the school's extracurricular program. As early as 1910, the first school store was started at the Jefferson High School and it has been in continuous operation since that time. The other schools have included a student exchange in their extracurricular programs when, in each case, a need was felt and the required arrangements could be made.

Although the official titles for the school stores



have varied and although the volumes of business and kinds of services have not been alike in each school, the broad purposes behind the exchanges have, in general, been the same. Each school store has attempted to serve the general student body by providing needed school supplies in a convenient location and by increasing the funds available for the school's extracurricular activity program.

Each store, under the direct supervision of a faculty member, purchased at wholesale and sold at a profit school stationery supplies and some have added locks, new and used books, candy, soft drinks, and sundry supplies for the convenience of their pupil customers. In all of the schools, pupils chosen by the faculty adviser served as clerks. The number of clerks varied from two to twenty. Some of the pupil clerks were paid for their services, and others worked without remuneration. The faculty sponsor's extra compensation ranged from nothing to four hundred dollars for serving both as adviser for the student exchange and as the school's faculty treasurer.

The management of the Portland student exchanges was left, in each case, to the principal of the individual school. Only a brief annual report of profits made and a yearly audit of the accounts of all the extraclass activities within the school were required by the Portland School District. Monthly reports, inventories, and per

cents of profit were, apparently, matters of interest to the individual schools alone. The volumes of business ranged from a net income of about six hundred dollars to nearly twenty thousand dollars and these figures excluded three schools who were unwilling or could not indicate the amount of money collected by their school exchange in a year's time. Profits were used for any purposes whatsoever so long as the purchases were approved by the school's budget committee (which consisted, in most instances, of the principal and two or more faculty members).

The student exchanges in the Portland high schools have so far proved satisfactory both financially and as additional educational activities according to the present faculty sponsors of these stores who were in agreement on this point. Although a comparison of the relative effectiveness of the different school stores would be almost impossible because of the many variations, such as size and type of student body within each high school, naturally, some of the student exchanges have been more successful than others. The writer feels that the exchanges which have apparently been most effective were those started after considerable original planning and those operated under fairly close supervision, by both the teacher in charge and the principal of the school.

The length of time that a store has been in

operation seems to have had little or no bearing on its effectiveness since the oldest store, the one at Jefferson High School, and the newest store, the one at Benson High School, were both highly profitable and the boys working in these two stores had the opportunity to learn a great deal by participating in the actual running of a well-organized business.

Perhaps most of the Portland school exchanges might be justly criticized for a lack, or seeming lack, of supervision insofar as financial matters were concerned. Apparently, no definite and stated methods were used for checking on the honesty and integrity of the pupil helpers and, in many cases, pupils were placed under considerable temptation. Then too, the entire financial aspects of some of the student exchanges were left to a hit-and-miss accounting system. Fortunately, none of the school stores reviewed in this report has suffered serious financial reverses nor, insofar as ascertainable, has a pupil working in any exchange suffered in later business dealings because of a laxity condoned in his school financial activities. Nevertheless, the writer feels that a more businesslike method of checking income would, in many cases, be desirable.

It would seem, for example, both logical and desirable for all school exchanges that accept money from



the other extracurricular activities of the school on a banking basis to be provided with a cash register of sufficient size and complexity to allow all money received to be "rung through" it. This would provide a cash register tape for use in checking at the close of the day. The schools that have already used a cash register tape reported the practice very satisfactory. In this same connection, a few schools might well provide better facilities for the depositing of money collected by pupils for tickets, dues, or drives. Certainly no pupil should be expected to be responsible overnight or longer for money collected from others.

While suggesting that the methods of record keeping in some of the school stores might well be improved, the writer would like, at the same time, to warn against an overly aggressive and accusatory attitude that might be displayed in the taking of inventories and audits. Neither pupils or teachers should be expected to work under the accusing eye of anyone. A simple system of records, audits, and inventories should be set up and carried out in such a manner that the faculty sponsor and the pupil helpers feel that the system is fair, businesslike, and for the school's and their mutual benefit.

The exchanges varied considerably as to the number of pupils who worked in them. In some schools, a

relatively large number of boys and girls had an opportunity to serve as salesmen and bankers but, generally, with very little supervision because the adviser had only a limited amount of time available. In other schools, only a few pupils were given a chance to work, but these few had a better opportunity to receive some training in actual business situations. Ideally, a large number of pupils working under adequate supervision would be desirable in any school store; but, from a practical point of view, it would probably be better to curtail the number of pupil assistants in preference to having a larger number of workers with inadequate supervision.

The writer believes that pupil helpers in the school exchanges should be allowed to do as much of the work as they are capable of doing. The procedure followed in this particular varied considerably from school to school. It is, of course, true that a faculty adviser could frequently complete an inventory or tally the day's receipts, for example, more rapidly and efficiently than could a pupil helper. Nevertheless, boys and girls need the opportunity to put into practice skills that are in the process of being learned; and the sponsor should, therefore, be willing to check the pupils work even though the checking may take longer or be more difficult than doing the task originally.

In two or three of the Portland high schools, publicity was given within the school to the annual or semi-annual financial reports prepared by the student exchanges. Since pupils benefit both in a financial way and in conveniences by having a school store, this practice would seem commendable and could well be followed by those schools that give their pupils very little or no opportunity to learn anything about the financial structures of their school's extracurricular activities.

So far as is generally known, no serious criticism has been made of the way in which any of the school budget committees have spent the money turned over to the general student body funds by the school stores or by the other extracurricular activities. All factions have not agreed with every committee choice, of course, nor could any system be devised by which everyone would be satisfied. However, since the sums of money involved were fairly large and since they were supposed to be spent for the benefit of the student body of the particular school involved, the writer believes that each school should outline a set of general principles for the handling of all student body funds and that all expenditures should be made in the light of these principles. Such a procedure would not only help to eliminate misunderstandings and disagreements but it would also serve as a protection for



the members of the budget committees.

The writer further believes that, although the faculty advisers for the student exchanges in Portland were doing a commendable job, many, if not all of them, could profit considerably if given an opportunity to visit some other school stores either within or outside the Portland school system. Many of the student exchanges mentioned in this study have some good features that should at least be considered for inclusion, if not actually incorporated, in the other Portland high school student exchanges.

## BIBLIOGRAPHY

1. Alpern, Hymen, "Training for the World We Want to Live In," School and Society, V. 55, No. 1413, January 24, 1942, pp. 91-95.
2. Briggs, Eugene S., "The Demand for Teachers Prepared to Guide and Direct Extra-Class Activities," School and Society, V. 45, No. 1168, May 15, 1937, pp. 693-696.
3. Carey, R. B., "A Budget Control Plan for Handling Student Activity Funds," Nation's Schools, V. 11, No. 4, April 1933, pp. 61-63.
4. Dement, Alice L., "Values in Extra-Curricular Organizations in the High Schools," School Review, V. 32 No. 1, January 1924, pp. 40-48.
5. Doughton, Preston Franklin, "Budgeting and Accounting Practices for Extra-Curricular Activities in Selected Oregon High Schools," Unpublished Master's Thesis, Oregon State College, 1938.
6. Eaton, Edward J., "Basic Conceptions for Extra-Curricular Activities," Education, V. 56, No. 2, October 1935, pp. 65-69.
7. Elsdon, Cyril L., "Why No Student Activities Budget?" School Activities, V. 17, No. 1, September 1945, pp. 14-15.
8. Foster, Charles R., Extra-Curricular Activities in the High School, Richmond, Virginia, Johnson Publishing Company, 1925. 222 pp.
9. Fretwell, Elbert K., Extra-Curricular Activities in Secondary Schools, Boston, Houghton Mifflin Company, 1931. 555 pp.
10. Fretwell, Elbert K., "The Place of Extra-Curricular Activities in Education," School and Society, V. 21, No. 544, May 30, 1925, pp. 633-639.
11. Hausle, Eugenie C., "Objectives of a Program of Extra Curricular Activities in High School," School and Society, V. 49, No. 1269, April 22, 1939, pp. 510-512.

12. Holch, A. E., "The Administration of Student Activities," Educational Review, V. 70, June 1925, pp. 6-10.
13. Jones, Gertrude, "Three Principles Underlying the Administration of Extra-Curricular Activities," School Review, V. 33, No. 7, September 1925, pp. 510-522.
14. Jordan, Riverda Harding, Extra-Classroom Activities in Elementary and Secondary Schools, New York, Thomas Y. Crowell Company, 1928. 302 pp.
15. Konold, A. Ewing, "Housing the Student Participation Program," School Activities, V. 17, No. 3, November 1945, pp. 85-86.
16. McKown, Harry C., Extra-Curricular Activities, New York, The MacMillan Company, 1927. 617 pp.
17. Maker, Vincent P., "Student Body Finances--Their Administration," Unpublished Master's Thesis, University of Southern California, 1930.
18. Mason, Ruth E., "Budgeting the Funds of Pupil Organizations," School Review, V. 42, No. 2, February 1934, pp. 111-117.
19. Meyer, Harold D., A Handbook of Extra-Curricular Activities in the High School, New York, A. S. Barnes and Company, 1926. 402 pp.
20. Meyer, Harold D., and Eddleman, Samuel McKee, Financing Extra Curricular Activities--The Extra Curricular Library, New York, A. S. Barnes and Company, 1929. 132 pp.
21. Millard, Cecil V., The Organization and Administration of Extra Curricular Activities, New York A. S. Barnes and Company, 1930. 145 pp.
22. Owen, Aileen E., "Extracurricular Teachers Get Extra Pay," School Activities, V. 17, No. 4, December 1945, pp. 142-143.
23. Paulsen, Oscar B., "Budgetary Procedures and Accounting Methods for Student Extra-Curricular Activities," California Quarterly Journal of Secondary Education, V. 7, June 1932, pp. 365-378.



24. Prunty, Merle, "Sane and Systematic Direction of Extra-Curricular Activities," Sixth Yearbook, National Association of Secondary School Principals, 1922, pp. 1-8.
25. Reavis, William C., and Van Dyke, George E., "Non-athletic Extracurriculum Activities," Bulletin 1932, No. 17, National Survey of Secondary Education, United States Government Printing Office, 1933, pp. 1-174.
26. Reavis, William C., and Van Dyke, George E., "Report of Sub-committee on Extra-curricular Activities," North Central Association Quarterly, V. 3, 1928-1929, pp. 542-588.
27. Roemer, Joseph, and Allen, Charles Forrest, Extra-Curricular Activities in Junior and Senior High Schools. Boston, D. C. Heath and Company, 1926. 333 pp.
28. Smith, George B., "Intelligence and the Extra-Curriculum Activities Selected in High School and College," School Review, V. 44, No. 9, November 1936, pp. 681-688.
29. Stout, Minard W., "The Cost of Extra-Class Activities," School Review, V. 55, No. 3, March 1947, pp. 161-165.
30. Terry, Paul W., Supervising Extra-Curricular Activities in the American Secondary School, New York, McGraw-Hill Book Company Incorporated, 1930. 417 pp.
31. Thomasson, A. L., "An Accounting Plan for Activity Funds," School Activities, V. 17, No. 2, October 1945, p. 62.
32. Wilds, Elmer Harrison, Extra-Curricular Activities, New York, The Century Company, 1926. 273 pp.