

THE PLACE EXTRACURRICULAR ACTIVITIES HAVE IN THE  
RURAL HIGH SCHOOLS OF KANSAS

by

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## THE PROBLEM

What are extracurricular activities? According to Wilds (1926) "Extracurricular activities are those that are outside the traditional curriculum, those that have sprung up and developed through the students' own desires and efforts, that are carried on apart from the hours of the regular school program and that are participated in without the rewards of the regular school credit". This is a very good definition and no doubt fit exactly in 1926.

Under our present condition of things we find many activities that superintendents and principals call extracurricular activities that would not come under the above definition. Many such cases could be given, for example, in some schools certain forms of music are in the regular curriculum. In other schools this same form will be entirely outside the regular curriculum and will conform exactly to the definition of extracurricular activities. In still other schools they will have only part school time and receive only part school credit.

Many schools are curricularizing all of their so-called extracurricular activities or as many of them as they possibly can. A good example of this is the Tulsa, Oklahoma

High School, Prunty (1925). This condition is what has lead several writers to suggest the name co-curricular activities. Then if we would take a broader definition something like the following it would, I believe, fit all cases better. Extracurricular activities are those that are outside of the traditional curriculum but are slowly gaining entrance to the regular curriculum. Those that have sprung up through the students' own desires and efforts, but have been better developed and have become more efficient through faculty control and supervision. Those that are carried on to some extent apart from the hours of the regular school program and may or may not be participated in without the rewards of regular school credit.

There seems to be a universal understanding of what we mean by extracurricular activities. In many schools they have been curricularized. In this study for the sake of uniformity we shall refer to this part of our school program as extracurricular activities. There is no doubt but what co-curricular activities would be a better name.

The fact that extracurricular activities are no longer to be ignored, but that they are a leading educational question of today can be proven beyond a doubt by the many articles that have appeared in educational journals and magazines, and also the books that have been written and publish-

ed in the last few years on this subject.\*

We have seen established in our leading universities and colleges, courses in extracurricular activities to help train the outgoing teachers to better handle this important part of their work. Many leaders in education are willing to admit this is more difficult to handle and takes more study and constant attention than does the formal classroom work. Teachers are now promoted or dismissed depending upon their ability to handle extracurricular activities. School districts are paying a premium for the teacher who is skilled in some special activity. They are also spending money for equipment and allowing school time to carry on this activity.

Honor after honor is heaped upon the student who excels in these activities, by his fellow students, the school and the press. In many cases this is no doubt overdone. It in part, at least, destroys the real value the student should have received from the activity. It takes an efficiently trained expert to handle the extracurricular activities if student participation in them results in educational values. In some cases this overgrown infant with the strength of a giant, has gotten outside of our control.

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\*Note: See bibliography at the close of this study.

This fact has brought severe criticism on our schools and especially on extracurricular activities.

That there are essential educational values that students will receive through participation in extracurricular activities is now pretty generally conceded by those who are familiar with the modern trend of education. Several studies have been made which bring out this value so clearly that there can be no doubt about it.

The purpose of this study was to find out the place standing and relative value extracurricular activities have in the rural high schools of Kansas.

#### REVIEW OF LITERATURE

The literature on extracurricular activities was very limited until a few years ago. However, in the last few years leading educators and authors have become interested to the extent that much has been printed on the various phases of extracurricular activities. Probably one of the largest lists of such references, McKown (1927) gives following each chapter in his book, "Extracurricular Activities". Many of these are articles that have appeared in journals and magazines, and others in books. Some of the other leading books that have been written on this subject are: "Extracurricular Activities" by Wilds (1926); "Extracurricular Activities in the High School" by Foster

(1925); "Extracurricular Activities in the Junior High School" by Terry (1926); "Creative School Control" by Cox (1927), and "Extracurricular Activities" by Rolmer and Allen (1926).

The literature has appeared on various phases of extracurricular activities such as value, place, control, growth, origin, how handled, per cent and ability of those taking part, its future and its various parts and divisions. The conclusion that these authors in the main have arrived at is: Extracurricular activities are of a certain worthwhile value. That they deserve a place in our program. That if we do not give them a place they will take one. That they must come under the control of the regular school faculty. That we find our best pupils both from the mental scores and from a scholarship standing as leaders in extracurricular activities. That they have developed almost overnight. Have had a wonderful growth and their future is for a still larger growth.

There have been several studies made of the larger high schools. The twenty-fifth yearbook, "National Society for the Study of Education", Part II, has devoted its entire edition to the study of extracurricular activities. It gives reviews of many interesting studies. Most of these are of the larger high schools. However, chapter VII

gives a study of the small high schools of Michigan. In this study data were received from 188 of the schools. They listed 47 different activities. Twenty-five per cent of the students participated. Seven to 10% took part in 3 or more activities. A larger per cent of upper classmen took part than lower classmen. A very large per cent of the schools belonged to the State Athletic Association. More of the schools had interscholastic contests than intramural. The per cent taking part where they had intramural contests was about the same as the per cent taking part for the interscholastic contests. The attendance was about the same. The interscholastic contests were of course limited to the better performers. About 50% took part in debating. They averaged from 6 to 8 social functions a year. The final practice of administering these activities was found to be haphazard and should be put on a sounder basis. The per pupil cost of the extracurricular activities was found to be from \$6.00 to \$7.00 per school year.

Swanson (1923) of Kansas University wrote for his Master Thesis on the subject, "Extracurricular Activities and Scholarship in High School". He took for his study 4 of the large high schools in Kansas City, Missouri. Some of his conclusions were: The students who were



active in extracurricular activities were better students in general than were those who did not participate. They also had higher test scores, on the average, than did the non-participants. Furthermore the scholastic record of participants was usually not as high before they got in student activities as it was after they become participants.

Brown (1923) made a study of the high schools at Emporia, Manhattan, Pittsburg and Topeka in which he discovered that the average grades of the participants were higher than were the average grades of the students who did not participate in such activities. The per cent of non-participants in these schools varied from 34 to 57% for both boys and girls.

The only study of the smaller high schools of Kansas that was found was made by Thompson and Obrien (1927). The exact year of this study was not given, but it must have been in 1925 or 1926. A questionnaire was sent out to 180 of the 534 high schools in the third class cities and elsewhere. Answers were received from 116. The median enrollment was 65 with a range of from 16 to 141. Forty-eight per cent of the enrollment was boys. Forty-eight different activities were reported. Seventy per cent reported as many as 6 activities while 50% reported 12 or more

activities. A large per cent gave some form of school credit for those participating. Sixty-two per cent of the boys and 39% of the girls participated in some form of athletics. A detailed study of the grades was made in only 12 of the schools. The median grade of both boys and girls in athletics surpassed those that were not in athletics. The median mental score was found to be the same for those in athletics as those that were not. This study shows that we by no means have an inferior group of students in athletics. Although they did not have any higher mental scores they make higher grades. These same students spend many hours on outside activities.

These studies show to a small degree what some high schools are doing along the line of extra curricular activities. No definite nor complete information was found on the smaller high schools, especially the rural high schools of Kansas. With this as a background this study was undertaken.

#### ACKNOWLEDGMENTS

This work was done at the suggestion and under the direction of Dr. E. L. Holton, head of the Department of Education and Dean of the summer school, to whom the writer wishes to express his grateful appreciation for the many

helpful suggestions and criticisms. Thanks are due the large number of high school principals who so willingly and carefully filled out the questionnaire that made this study possible. Thanks are also due Superintendent J. W. Gowans of Hutchinson for his interest and valuable suggestions.

TABLE I

## The Number and Size of the Kansas High Schools

Number of High Schools.

First class cities.....	11
Second class cities.....	76
Third class cities and other places.....	603
(a). Rural high schools.....	269
(b). Other than rural high schools.....	304

Total Enrollment.

Senior high schools first class cities.....	11,406
Senior high schools second class cities.....	20,868
Third class cities and other places.....	42,704

Average Enrollment.

First class cities.....	1,037
Second class cities.....	285.7
Third class cities and other places.....	71.17
Third class cities and other places excluding rural high schools.....	79.74
All rural high schools.....	60.93
The rural high schools making reports.....	58.12

Average Teachers Per School.

All rural high schools.....	4.84
Rural high schools making reports.....	4.62

Average Number of Pupils Per Teacher.

All rural high schools.....	12.59
Rural high schools making reports.....	12.58

TABLE NUMBER II

## Number and Per Cent of Extracurricular Activities Reported

	: : :	: : :
	:Number:	Per Cent:
	:	:
Total questionnaires sent out	269	100
Total schools reporting	72	26.8
1. Alumni Association	33	45.8
2. Annual	10	13.8
3. Athletics		
A. Athletic Association	48	66.6
B. Baseball	37	51.4
C. Basketball	68	94.4
D. Football	35	48.6
E. Tennis	38	52.8
F. Soccer	1	1.3
G. Track	58	80.5
H. Volley Ball	1	1.3
I. Wrestling	1	1.3
4. Boosters Club	8	11.1
5. Boy Scouts	6	8.3
6. Cafeteria, or hot lunches	10	13.8
7. Camp Fire	2	2.7
8. Church work	12	16.6
9. Class organizations	58	80.5
10. Class clubs		
A. Home Economics	2	2.7
B. Latin	3	4.1
C. Spanish	1	1.3
11. Debate	16	22.2
12. Dramatic Club	9	12.5
13. Girls Reserve	30	41.6
14. Hi-Y	18	25.0
15. Home room organizations	4	5.5
16. 4-H Clubs	11	15.2
17. Literary Societies	8	11.1
18. Honor Societies	5	6.9
19. Music organizations		
A. Band	6	8.3
B. Chorus	27	37.5
C. Glee Club, Boys	40	55.5
D. Glee Club, Girls	50	69.4
E. Orchestra	27	37.5
F. Solos, voice	33	45.8
G. Solos, instrumental	22	30.4
20. Paper, school	14	19.3
21. Parent Teachers Organization	16	22.2
22. Required physical education	12	16.6
23. State contest	33	45.8
24. Student Council	15	20.8

TABLE NUMBER III  
 Total Questionnaires Sent Out - 269  
 Total Schools Reporting - 72 or 26.7%

	:Base- :ball :	:Basket- :ball :	:Foot- :ball :	:Tennis :	:Track :	:Class :Organi- :zation :	:Debate :
1. Per cent of schools reporting this activity.	51.4	94.4	48.6	52.8	80.5	80.5	22.2
2. Per cent of these schools making detailed report.	51.3	54.4	51.4	39.5	46.5	38.0	27.7
3. Number of schools making detailed report.	19.	37.	18.	15.	27.	22.	5.
4. Per cent of boys taking part for inter-school contests.	63.	57.6	66.1	27.5	51.5		11.2
5. Per cent of schools having girls in this activity.		71.5		31.8	15.0		22.2
6. Per cent of girls taking part for inter-school contests.		50.7		24.4	41.1		90.0
7. Per cent of schools that have inter-class contests for boys.	26.0	62.		31.8	40.0		
8. Per cent of boys taking part in inter-class contest or membership.	70.	75.		37.7	61.	100.	
9. Per cent of schools taking part in inter-class contests for girls.		68.		24.7	15.		
10. Per cent of girls taking part for inter-class contest or membership.		67.		35.7	41.1	100.	
11. The number of times a week they meet or practice.	3.82	3.62	4.5	3.4	4.7	.85	3.8
12. The length in minutes of each meeting or practice.	69.7	66.	87.5	56.	60.0	35.	46.
13. The per cent of schools that practice or meet during school time.	47.0	43.2	61.0	20.1	33.3	28.8	80.3
14. Average amount of school time taken for each meeting.	45.	48.7	43.4	40.	43.1	34.3	41.0
15. Average number of inter-school performances per season.	7.4	14.	7.3	3.6	2.9		4.2
16. Per cent of schools having inter-class performances.	30.	62.		46.6	55.		40.
17. Average number of inter-class performances per season.	2.4	4.36		4.2	1.1		3.0
18. Per cent of schools having special prepared faculty member in charge.	83.1	86.5	77.8	73.4	80.	63.1	100.
19. Per cent of schools giving letters for those taking part.	71.1	94.6	88.	60.0	76.0		40.
20. Per cent of schools giving scholastic credit.	30.	21.6	27.7		8.		80.
21. Average amount of credit given.	.17	.2	.17		.19		.31
22. Per cent of schools giving any other credit or honor.	5.	10.8	11.	6.6	12.		40.
23. Per cent of schools in which this activity interferes with school work.	17.1	19.	38.		12.		20.2
24. Per cent of schools that think they would be better off without this activity.			5.5				
25. Per cent of schools in which this activity is self-supporting.	52.	81.1	77.8	26.6	28.	100.	40.2
26. Per cent of schools in which the district helps with the bills.	22.	19.	22.	26.6	28.		60.
27. Per cent of schools raising money by gate admission.	61.	86.5	100.	20.	32.		40.
28. Per cent of schools raising money by special fees.	11.	8.1	5.5		8.	50.	
29. Per cent of schools raising money by regular dues.	5.	8.1	11.	15.		61.	
30. Per cent of schools raising money by plays or operettas.	26.	27.	44.4		16.	68.	60.
31. Per cent of schools raising money in other ways.	37.	29.7	50.0	20.	28.	25.	
32. Per cent of schools in which the district helps furnish the equipment.	26.	35.	44.4	26.6	44.		40.
33. Per cent of equipment that the district furnishes.	50.	65.	70.	56.	85.5		100.
34. Per cent of districts helping to pay students' expenses on trips.	16.	19.	22.	20.	20.		40.
35. The per cent of trip expenses the district pays.	83.	78.	90.	83.	70.		75.

TABLE NUMBER III, Con't.  
 Total Questionnaires Sent Out - 269  
 Total Schools Reporting - 72 or 26.7%

	: :Dramatic: :Club	: :Girls :Reserve:	: :Hi-Y: :	: :Chorus: :	:Boys: :Glee: :Club:	:Girls: :Glee: :Club:	: :Orches- :tra	: :Voice :Solos
1. Per cent of schools reporting this activity.	12.5	41.6	25.0	37.5	55.5	69.4	37.5	45.8
2. Per cent of these schools making detailed report.	66.6	53.3	50.	37.	45.	42.	37.	24.3
3. Number of schools making detailed report.	6.	16.	9.	10.	18.	21.	10.	8.
4. Per cent of boys taking part for inter-school contest.								
5. Per cent of schools having girls in this activity.		41.6						
6. Per cent of girls taking part for inter-school contest.								
7. Per cent of schools that have inter-class contests for boys.								
8. Per cent of boys taking part in inter-class contests or membership.	29.1		63.7	40.0	32.8		11.0	7.5
9. Per cent of schools that have inter-class contests for girls.								
10. Per cent of girls taking part for inter-class contests or membership.	32.	82.3		48.		56.7	15.8	17.5
11. The number of times a week they meet or practice.	2.7	.85	.78	1.8	2.0	2.0	2.6	1.2
12. The length in minutes of each meeting or practice.	51.	38.7	38.5	46.0	36.1	41.5	45.2	30.3
13. The per cent of schools that practice or meet during school time.	100.	56.2	57.0	77.7	76.4	74.0	73.2	50.1
14. Average amount of school time taken for each meeting.	28.	39.1	40.1	40.1	39.1	38.7	40.0	25.0
15. Average number of inter-school performances per season.	5.5				1.4	1.4	1.6	1.8
16. Per cent of schools having inter-class performances.							54.4	
17. Average number of inter-class performances.							4.4	
18. Per cent of schools having special prepared faculty member in charge.	100.	75.	95.	80.	100.	100.0	100.00	100.
19. Per cent of schools giving letters for those taking part.			10.	10.	11.1	10.	18.	12.5
20. Per cent of schools giving scholastic credit.	25.	6.	10.	57.	61.	65.	91.	60.
21. Average amount of credit given.	5.	.1	.1	.29	.32	.32	.40	.22
22. Per cent of schools giving any other credit or honor.				10.	5.	9.	.09	33.
23. Per cent of schools in which this activity interferes with school work.	25.	12.5	10.		16.6	18.1	27.	12.1
24. Per cent of schools that think they would be better off without this activity.								
25. Per cent of schools in which this activity is self-supporting.	60.3	92.0	100.	20.1	46.0	41.8	54.2	33.0
26. Per cent of schools in which the district helps with the bills.				20.	33.	28.	40.	30.
27. Per cent of schools raising money by gate admissions.	33.				25.	25.	40.	12.
28. Per cent of schools raising money by special fees.		66.	20.					
29. Per cent of schools raising money by regular dues.		71.4	65.					
30. Per cent of schools raising money by plays or operettas.	100.	33.	20.	24.	54.	53.	50.	
31. Per cent of schools raising money in other ways.		58.	52.	18.	33.	28.	20.	
32. Per cent of schools in which the district helps furnish the equipment.	50.	Room	Room	32.	42.	33.	40.	22.
33. Per cent of equipment that the district furnishes.	100.			10.	100.	100.	35.	60.
34. Per cent of districts helping to pay students' expenses on trips.				20.	17.	10.	10.	
35. The per cent of trip expenses the district pays.				50.	60.	60.	90.	

TABLE IV

Comparison of Different Grades of Students  
With Leaders in Extracurricular Activities

Total Schools Reporting 70 or 26.0%

	BOYS			GIRLS		
	Total	School	Per cent	Total	School	Per cent
1. The number of pupils that quit school this year.	151	2.4	8.2	83	1.3	4.5
(a). The number that had taken a leading part in extracurricular activities.	31	.49	20.0	13	.20	15.
(b). The number of those that had quit that had earned a school letter.	26	.41	17.0	5	.08	6.
2. The number that your school has graduated in the last three years.	866	14.4		963	16.0	
(a). The number that has entered college.	279	4.6	32.2	306	5.1	31.8
(b). The number of these entering college that had taken a leading part in extracurricular activities.	208	3.7	76.	225	4.0	74.2
(c). The number of these that had earned a school letter.	198	3.5	72.4	146	2.6	41.1
3. The number of subjects that were failed in in your school the first semester.	235	3.9		91	1.5	
(a). The number of pupils that made these failures.	182	3.0	10.3	83	1.4	4.8
(b). The number of those failing that were leaders in extracurricular activities.	38	.63	20.9	7	.11	8.4
(c). The number of those failing that had earned a school letter.	31	.50	17.0	5	.08	.06
4. The number of students that average ninety or better in at least one subject for the first semester.	484	8.8	30.3	645	11.7	40.3
(a). The number of these that were leaders in extracurricular activities.	262	4.7	54.1	425	7.7	66.4
(b). The number of these that earned a school letter.	210	3.4	43.4	235	4.3	36.4
5. The number of students that averaged ninety or better in all the subjects they were carrying.	193	3.2	11.0	332	5.5	19.0
(a). The number of these that were leaders in extracurricular activities.	100	1.6	51.8	217	3.5	65.4
(b). The number of these that had earned a school letter.	92	1.5	47.6	195	3.2	58.7



TABLE V

The I. Q. of Leaders in  
Extracurricular Activities and Other Statistics

1.	The per cent of schools that give the mental test to all of their pupils.		56.6
2.	The per cent of schools that give the mental test to from twenty-five to thirty per cent of their pupils.		6.6
3.	The per cent of schools that do not give the mental test.		36.6
4.	The per cent of leaders in extracurricular activities that are among the -		
		Higher I. Q.	52.1
		Medium I. Q.	43.2
		Lower I. Q.	4.4
5.	The per cent of those that earn school letters that are among the		
		Higher I. Q.	39.1
		Medium I. Q.	54.7
		Lower I. Q.	5.9
6.	The per cent of schools that give the standard educational test.		56.1
7.	The per cent of schools taking daily or weekly papers.		86.5
	(a). The average number taken.		2.8
8.	The per cent of schools taking magazines.		96.6
	(a). The average number taken.		6.7
9.	The average number of full time subjects offered.		18.53
10.	The per cent of schools that furnish transportation excluding those that allow mileage.		6.0
11.	The per cent of schools that allow mileage thereby letting each pupil furnish his own transportation.		10.4
	(a). The average number of cents allowed per mile on way.		4.7

## METHOD AND PROCEDURE

The first thing that was done was to make a study of other works in this field and similar fields.

A questionnaire was then prepared, a copy of which may be found on pages 39 to 47, inclusive. The first page of the questionnaire consists of a letter to the head of the school, with directions for filling it out. Page 41, called sheet number 1 of the questionnaire lists 37 different activities with instructions to fill in any additional ones that they might have. Sheet number 3 contains 24 questions that were to be answered about each activity that the school reported. The questions were to be answered by yes or no or by a number. The answers were to be put on sheet number 2 which was cross-ruled and numbered in the margins. Sheet number 4 contains questions pertaining to the place leaders in extracurricular activities have in the school, their scholastic standing and the per cent that went on to college. A double space was left so the number of boys and girls could be filled in or the question answered by yes or no as the case might be.

After the questionnaire was prepared, mimeograph copies were made and mailed out to the 269 rural high schools in

Kansas.\* After a month a second request was sent out to all the schools that had not answered.

In all, replies were received from 83 schools. Some of these were blank or only partly filled out and when they were discarded a total of 72 was left that had at least 2 pages completely filled out. After they were all received and the poor ones discarded the rest were arranged alphabetically and numbered. Then the enrollment of each school was tabulated. It was found to vary from 18 to 180 with an average of 58.12.

The next step was to test and see if we had a valid sample. From this study we found the information that is listed in Table I which is based on the Kansas Educational Directory for 1927-28. The tabulation of the questionnaire was taken up next, and the results are shown in Tables II, III, IV and V. In order to simplify the tabulation the original questions on the questionnaire were changed to short statements. Some questions were broken up into several statements in order to make the material more available. In working with this data each activity was taken separately and the data given about this activity was copied on to another sheet of paper.

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\*Note: Kansas Educational Directory, 1927-28, G. A. Allen.

In case the question called for the number of boys or girls that took part this number was taken and changed into the per cent of boys or girls there was in the school. For this we considered that the school was equally divided as to boys and girls. This would probably make a little higher per cent of girls than there actually was, and a little lower per cent of boys. Thompson and Obrien (1927) found that 52% of the high school enrollment was girls and 48% boys. With an enrollment of 58.12 this would make a difference of about 1%. After all the data on one activity had been transferred to one sheet the totals were taken and transferred to their proper tables.

#### DISCUSSION OF THE DATA IN THE STUDY

Our first results as shown in Table I were an attempt to show the importance of this study and the validity of our sample. The study shows that there are more pupils in the small high schools of the third class towns and elsewhere than there are in the high schools of the first and second class cities combined. It shows that the average enrollment of these small high schools is 71.17. The study shows that the rural high schools have an enrollment of 60.93. In the schools that reported in this study the

range in enrollment was from 18 to 180. The average enrollment was 58.12, or 2.81 smaller than the average. This difference will make very little difference in our results. If anything it will show fewer activities than there really are. For the schools reporting, the average number of teachers per school is 4.62 while for all the rural high schools it is 4.84. The average number of pupils per teachers is 12.58 while for all the rural high schools it is 12.59. We therefore see that in these three respects our sample checks very well with all the rural high schools of the state.

Taking up Table II the study shows that 40 activities were reported. It also shows the number of schools reporting. The per cent was figured on the basis of the 72 schools reporting.

Thompson and Obrien (1927) found 48 activities reported. Their study was of the high schools of the third class cities of Kansas. Their study showed a median enrollment of 65. This goes to show that the larger the high school, the more activities you will find.

**A TABLE OF COMPARISON**

	:L. L. Thompson: : : F. P. Obrien : : (1927) :	:B. P. Bowman : : (1928)
Average enrollment	65	58.12
Range of enrollment	16 - 141	18 - 180
Questionnaires returned	116	72.
Girls in athletics	39.0%	50.7%
Boys in athletics	62.0%	75.0%
Number of activities reported	48.	40.

The study shows that the athletic group was the most popular. Basketball was the leader with 94.4% of the schools reporting it. Next came a tie between class organizations and track, both showing a per cent of 80.5. Next came Girls Glee Clubs with 69.4%, followed by the Athletic Association with 66.6%. Boys Glee Clubs were reported by 55.5% of the schools. Tennis and baseball both came ahead of football in the number of schools that reported having this activity. This was probably due to the fact that so many of the small schools did not have a large enough enrollment to have football. The Girls Réserve is in 41.6% of the schools which is almost twice as large as the Hi-Y with 25%. Both of these are new and growing organizations

and can be expected to grow rapidly. The study shows 4 schools reporting home-room organizations. This is no doubt due to the size of the schools. In these small schools class organizations serve much the same purpose. Required physical education seems to be getting a foothold, with 16.7% of the schools reporting it. Club organizations have been very slow in starting. In the larger schools they are very numerous. The study shows that a large per cent of the students are needed and used to carry on the older and more established activities. This lessens the demand for more activities. This is desirable as it is impossible to expect the same student to be in so many activities and make the most of any.

Alumni Associations were reported by 45.8% of the schools. Very few of the schools attached much importance to them. Most principals thought that annuals or yearbooks were too expensive an undertaking for the small school. Thirteen and nine-tenths per cent of the schools reported editing annuals.

Only 11.1% of the schools reported booster clubs. Several schools indicated their need for such a club.

There is no doubt but almost all of the rural high schools should have a cafeteria. During the cold months this would be especially desirable. The 13.9% of the schools that reported the cafeteria did not indicate what

part of the year it was in operation.

Boy Scouts were reported by 8.3% of the schools while Camp Fire Girls were only reported by 2.7%.

Church work was as a rule sponsored by the Girls Reserve or the Hi-Y Organizations. Definite church work was reported by 16.7% of the schools.

Class clubs were reported for Spanish, Latin, and Home Economics. The small enrollment no doubt tends to keep down this type of activity.

Debate was reported by 22.2% of the schools. Dramatics by 12.5%. These are both growing activities. The State Debating League is a decided help to debate.

Literary Societies are on the decline with only 11.1% of the schools reporting them.

Many of these schools are too small to publish a regular paper. Several reported that they were using a space in the local paper. Nineteen and four-tenths per cent reported a school paper.

Parent Teachers Organizations were reported by 22.1% of the schools.

Student Councils do not appear to be as necessary in the small schools. They were reported by 20.7% of the schools.

Table III contains the averages in answer to questions on 15 of the leading activities.



It has been one of competitive athletics biggest objections that they reach a very few, probably not over 10%. This is no doubt true in the large schools. This study shows that in each of the main sports, baseball, basketball, football and track, that an average of 59.5% of the boys take part. Of course some will take part in two or more sports while some will only take part in one sport. It is safe to say that competitive athletics in our rural high schools are reaching 75% of our boys. This study shows that 62% of the schools have inter-class basketball and 26% have baseball. In these schools from 70 to 75% of the boys take part. A large number of schools have other inter-class games but not such a large per cent take part.

Seventy-one and five-tenths per cent of the schools reported inter-school basketball for girls and that 50.7% of the girls took part, that 68% of the schools had inter-class games in which 67% of the girls took part.

Debate was reported in 22.2% of the schools with only about 10% of the pupils taking part. While 12.5% of the schools reported dramatic clubs, with 30.5% of the pupils participating.

The Girls Reserve was reported in 41.6% of the schools, with an enrollment of 82.3%. The Hi-Y is not so well established with only 25% of the schools reporting it, and an enrollment of 63.7%.

Music activities were reported by a few over 50% of the schools with around 40% of the pupils participating in the group organizations.

The average number of times the activities meet per week depends entirely upon the activity. Track leads the list with 4.7 times per week, football next 4.5. Tennis is last among the athletics with 3.4. Debate averaged 3.8 times per week. Music averaged about twice a week, while other organizations meet less than once a week on the average.

The average length of time per meeting for each activity varies from 30.3 minutes for the voice solo work to 87.5 minutes for football. The variation in football was from 50 minutes to 120, while in basketball it averaged 66 minutes with a variation of from 40 minutes to 120 minutes. The average per cent of schools that gave school time varies from 100% in dramatics to 20.1% in tennis. Music averaged about 75%. Football led the athletics with 61%. The amount of school time given in the schools that allowed school time for meetings of activities varied from 25 minutes in voice solos to 48.7 minutes in basketball. In general the average for all activities was around 40 minutes. One school was found that allowed 90 minutes school time for athletic activities on a 45 minute 8 period day. It

had other classes meeting during this 90 minutes, such as Girls Glee Club and other activities. In contrast we have around 50% of the schools that do not allow any school time. This shows the great variation in our schools. If the schools that give no school time for activities are giving their pupils the best in education, what are the other schools doing?

The number of inter-school performances varies from 1.4 for both Boys and Girls Glee Clubs to 14 in basketball. There seems to be no median ground as it depends entirely upon the activity.

The per cent of schools having inter-class performances that have inter-school performances varies from 62% in basketball to 30% in baseball. Only 4 other activities having inter-class performances; namely, tennis, track, debate and orchestra. In the case of orchestra it is more of a program rather than a contest. In general the average number of these inter-class performances is much lower than the inter-school performances.

The per cent of schools having specially prepared faculty members is 100% in almost all forms of music, debate and dramatics. The lowest is 63.1% in class organizations, 73.4% in tennis, and 77% in football. The other athletics run well above 80%. One of the reasons for the poor showing in tennis and football is probably due to the small schools.

They are not willing, or find it unadvisable to pay the salary of a trained coach. They, therefore, saddle the responsibility of athletics on to some regular teacher.

Ninety-four and six-tenths per cent of the schools give letters for participation in basketball. From this it runs to 10% in Hi-Y and chorus. Over 70% of the schools give letters in most branches of athletics and only a very few in other activities. The school letter was first given as an award for participation in athletics. Later some adopted it as a means of award. The school letter seems to carry with it more honor and distinction than jewelry or other badges. However, in several places, letters very similar to the athletic letter have been awarded for other activities such as scholarship, Hi-Y and so forth. These letters have not carried the same distinction and honor that the athletic letter has. Many that earn other than athletic letter do not even wear them. This goes to show that it is what the letter stands for that gives it its value in the eyes of the students. We shall not be able to make other activities popular by awarding letters. Many schools have come to this realization and are now offering other awards than the school letter for participation in other than athletic activities. The very small number of schools that reported offering school letters for other

than athletic participation goes to prove this.

The next 3 questions tell us much as to the extent that our extracurricular activities have been curricularized. We see that among these 15 activities listed that some schools give credit for all but class organizations and tennis. Even in these they allow school time for participation. However it is very rare that any school will give credit for participation in Girls Reserve and Hi-Y. One school reported that they gave credit. The big majority of schools give school time for these meetings. Taking all athletics, the per cent of schools runs around 25% with the average amount of credit being .17 units\*, while as high as 91% of the schools give credit in music and as high as .4 of a unit depending on the number of times the classes meet. In most schools the amount of credit is figured the same as it would be in any other regular subject. This goes to show that some of our once extracurricular activities have become regular curricular subjects. That almost all of our activities have some standing as a curricular subject.

A few of the schools reported that certain activities

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\*Note: The units are on the basis of the state requiring 15 units for graduation from a four year high school.

interfered with school work and in the end all activities had been so reported. Football carried the largest percent which was 38% and orchestra was second with 27%. Although they so reported them, all the schools with but one exception, that can easily be explained, did not think their school would be better off if the activity were dropped. Many schools said that they would not consider dropping their activities. Although they hindered school work to some extent, they would not attempt to run the school without them. The one exception was of a small school of about 40 enrollment that was trying to have football and did not really have enough interested to carry it on. There would be no doubt but that such a school would be justified in dropping that activity. Not so much because it interfered with school work but because there was no real need for the activity.

We find that in well over half of the schools that the activities are self-supporting. In athletics basketball leads the list with an average of 81.1% with tennis the lowest with an average of 26.6%. Baseball which is generally considered hard to make self-supporting is found self-supporting in 52% of the schools. Class organizations and clubs are all self-supporting through regular dues or fees, however, the school furnishes them a place to meet. They are provided with a faculty adviser which of course costs

the district money. On activities in which the district helps to pay the expenses other than room and faculty adviser it helps in less than 25% of the schools. Around 30% of the schools raise money in other ways than by the regular admissions. Some of these special ways are by circus, carnivals, special plays, selling counters and numerous other ways that might fit local conditions.

About 35% of the districts help to buy equipment. In these school districts that do help they buy on an average of 60% of the equipment. This again makes for a wide variation and a lack of uniformity and standardization. Less than 25% of the districts pay students' expenses on trips. The schools that do, pay around 75% of the expenses. This again is far from having all schools on the same basis.

Table IV shows that an average of 8.2% of the boys quit school after enrollment and up to March first 4.5% of the girls quit or only about half as many. This means that we are losing a large per cent of our pupils that we should keep in school. The study shows that very few that quit were leaders in extracurricular activities. This may lead to a solution of our problem.

The answers to question number 2 shows a relative larger per cent going on to college for these small schools. The study shows that just a little larger per cent of the boys go on to college than the girls. However, more girls

go to college than boys for we find that on the average about 10% more girls graduated from high school than boys.

Here again the study shows the effect and importance of extracurricular activities in the fact that 76% of the 32% that go on to college were leaders in extracurricular activities. Seventy-two per cent of the boys had earned school letters which leads one to believe they had taken a part in athletic activities. The reason that a lower per cent of the girls earned school letters was their limited opportunities. They had almost as high a per cent of leaders in activities as the boys. It is evident that they were leaders in activities that did not offer a school letter.

The number of subjects failed in shows that very few leaders in extracurricular activities made these failures. When it comes to the students that made an average of 90 in at least one subject for the first semester or those that averaged 90 in all their subjects we find well over half of them as leaders in extracurricular activities.

In looking at the per cent of failures for the first semester the study shows an average of 7.6% of the pupils failing in one or more subjects. Thirty-five and three-tenths per cent of the pupils made an average of 90 or better in at least one subject. Fifteen per cent of the pupils made an average of 90 or better in all the subjects



they were taking. From 30 to 40% more girls made the honor grades than boys. Only about half as many girls made failing grades as boys.

Table V shows that a little over half of the schools give some form of mental tests to all their pupils. In these tests 52% of the leaders in extracurricular activities were among the higher I. Q., 43.2% among the median I. Q., and 4.4% among the lower I. Q. No school reported its leaders as among the lower I. Q. but said that they had some in all three rankings in which case we divided the per cent equally among the rankings they gave. Those to earn a school letter rank very similar. A few of the higher I. Q. have fallen to the median. Only 56.1% of the schools give the standard educational tests as sent out by our state schools.

The per cent of schools reporting that they took a daily or weekly paper was found to be on an average of 86.5% with an average per school of 2.8 papers. Ninety-six and six-tenths per cent of the schools reported that they took magazines and the average per school was found to be 6.7.

We find the average of regular full time subjects to be 18.53. This means that with an average of 4.62 teachers per school, including the principal or superintendent, that each faculty member would have to teach on the average of

4.01 subjects besides all outside activities and study halls. In many schools the principal or superintendent could not carry a full teaching load with his great amount of other work. Quite a few teachers are teaching 5 full time subjects and in addition have study halls and outside activities.

The 6.0% of schools that furnish transportation is far below what we had expected to find. However we find in addition to this 10.4% of the schools that allow mileage. This makes a total of only 16.4% of the schools that either furnish or allow for transportation among the rural high schools. The fact that 10.4% allow mileage to 6.0% furnishing transportation goes to show that the allowing of mileage is much the more advisable plan. This is especially true where the district is not a consolidated one but only has the high school pupils to be transported. Five cents a mile one way seems to be the regular amount where mileage is allowed. The average was found to be 4.7 cents per mile for one way.

### CONCLUSIONS

The rural high schools and other small high schools in third class towns and elsewhere take care of more pupils than all the big high schools in the first and second class

cities. Due to the small enrollments the cost per pupil to educate them is necessarily higher and the opportunities and choice of subjects not nearly so large. Neither is the extracurricular activity program as extensive. However the rural high schools do have and are interested in an extracurricular activity program. Due to the small enrollments in many of these schools the newer clubs and activities have not been taken up by these schools. Nevertheless we find a much larger per cent of these students that take part in extracurricular activities than we find in the large schools. That many of these small schools have activities that take almost everyone in school to make them go and therefore all have an opportunity to and are urged to participate. Of course this makes for fewer activities but each student gets more opportunities and belongs to more activities than he would in the larger school. Through lack of members the timid and backward pupil is taken in and given a part where in a larger school he would continue to be a wall flower and a misfit.

We see that schools in surprisingly large numbers are giving school time, credit and school money for extracurricular activities. This of course is putting them entirely under school control. In time it will be sure to curricularize them to a certain extent at least.

This study shows another fact that a few years ago we would not have thought existed. That is that in less than 20% of the schools it was reported that extracurricular activities interfered slightly with school work. The other 80% did not report that they interfered at all. None of the schools that had a large enough enrollment to carry on the activity thought their school would be better off without the activity. The districts are beginning to help pay expenses and furnish equipment for these activities. In most schools they are furnishing a trained faculty supervision and a place to meet.

The one big thing that is lacking is the lack of uniformity. One school allows a pupil 90 minutes of school time to play football, furnishes him equipment and pays his expenses, gives him academic school credit, a school letter, a banquet and other honors. A pupil in another school in the same territory must meet his team as a rival, must furnish all his own equipment, practice outside of school hours, pay his own expenses and receive few honors and get no academic school credit. These of course are two extremes but they actually exist. Would it not be better if we were able to treat all pupils more nearly alike? Would it not be better to standardize our extracurricular activities as we have done our formal curriculum? No doubt that is what will be done in the future. The Kansas State

High School Athletic Association has gone a long way in helping to standardize athletics.

The study shows that a very small per cent that quit school or fail and a very large per cent that graduate with honors and go on to college are among our leaders in extracurricular activities. This fact is proof enough that there is surely a very great value in these activities.

We find that 56% of our rural high schools are giving the mental test to all their pupils. That less than 5% of the leaders in extracurricular activities are among the lower I. Q., while more than 50% are among the higher I. Q. This shows that the leaders are not an inferior group of students but that they are a superior group.

Most of our rural high schools are now taking either daily newspapers or magazines. The big majority are taking both. This enables them to keep up with the times and encourage pupils to form the habit of reading.

Only 16.4% of our schools provide for transportation of any kind and 10.4% of these allow mileage.

This study shows that extracurricular activities are financed in a number of ways. Some districts help with all the activities while others help with only a few. Athletics in the main pay their own running expenses. Other activities as a rule help. Most of the schools furnish a

faculty supervisor and a place to meet or practice.

The study shows that the extracurricular program in the rural high schools is extensive and well organized. A large per cent of the students take part. It increases scholarship. It cuts down failures. It tends to keep more in school. It encourages high school graduates to go on to college. It has in many places become a part of the curriculum. It is receiving careful attention and is of the utmost importance.

Taking extracurricular activities as a whole we see that they hold a very important place in our rural high schools. That they are a great factor in our educational system. That their hinderance to the advance of the formal curriculum is negligible. That they are accomplishing a great amount of good. Extracurricular activities are in their infancy. They will continue to grow, multiply and develop. There is a tendency to build our entire system of education around extracurricular activities. They are a vital growing factor that must be developed and cared for if education is to advance and give the best it has to the next generation.

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## QUESTIONNAIRE

Rural High School Superintendent or Principal.

Dear Sir:

I am making a survey of all the rural high schools in Kansas to determine the place that the so-called extracurricular activities have in our rural high schools of today. I am going to use this material in writing my Master Thesis to apply on my work at K.S.A.C. towards my Master's Degree in Education. I would consider it a very great favor if you would take the time to carefully fill out the enclosed questionnaire and return it to me in the enclosed stamped and addressed envelope.

The name of your school will not be disclosed but I shall try to make a summary of the results known and if you would desire them I would be glad to send you a complete summary.

Yours truly,

(sgd) Benj. P. Bowman

## DIRECTIONS

On sheet number 1, check each of the activities that you have by placing an X after the activity and in the 0 column.

Now place sheet number 1 to the left of the ruled sheet number 2 and place sheet number 3 at the top on sheet number 2. Place these sheets so the numbers will correspond. Now take number 1 on the left hand sheet (Alumni Association), the first 13 questions do not apply, but the rest will. For example, question 14. "Does this activity interfere with your school work?" Answer yes, or no as the case may be. Take another example. Take number 10 - Debate. All the questions will apply to it. The first 4 questions will be answered by a number depending on the number of boys and girls that take part. All questions should be answered for all the rest of the activities that you have in your school. In case you want to make some explanation I would be glad to have you write it, and you may do so on a separate sheet of under the space headed remarks.

Sheet number 4 is also very important and the questions can be answered by yes or no, or by a number filling these in under the proper columns.

## SHEET NUMBER 1

Remarks	0
:1. Alumni Association	
:2. Annual	
:3. Athletics	
:    A. Athletic Association	
:    B. Baseball	
:    C. Basketball	
:    D. Football	
:    E. Hockey	
:    F. Tennis	
:    G. Soccer	
:    H. Track	
:    I. Fill in other games you have	
:4. Boosters Club	
:5. Boy Scouts	
:6. Cafeteria, or hot lunches	
:7. Camp Fire	
:8. Church work	
:9. Class organization	

- :10. Class clubs such as Latin.  
Please list.
- :11. Debate
- :12. Dramatic club
- :13. Girls Reserve
- :14. Hi-Y
- :15. Home room organizations
- :16. 4-H Clubs
- :17. Literary Societies
- :18. Honor Societies
- :19. Music organizations
  - A. Band
  - B. Chorus
  - C. Glee Club, Boys
  - D. Glee Club, Girls
  - E. Orchestra
  - F. Solos, voice
  - G. Solos, instrumental
- :20. Paper, school
- :21. Parent Teachers Organization
- :22. Required physical education
- :23. State contest
- :24. Student council



## SHEET NUMBER 3

1. How many boys take part for inter-school contest?
2. How many girls take part for inter-school contest?
3. How many boys take part for inter-class contest?
4. How many girls take part for inter-class contest?
5. How many days a week do they practice or meet?
6. How long is each practice or meet?
7. How much school time is given for practices or meetings?
8. How many inter-school games or performances do they put on each year?
9. How many inter-class games or performances do they put on each year?
10. Is there a specially prepared faculty member in charge or as coach?
11. Do you give school letters for those taking part?
12. How much school credit do you give?
13. Do you give any other credit or honor?
14. Does this activity interfere with school work?
15. Do you think your school would be better off without this activity?
16. Is this activity self-supporting?

17. If the district helps with the bills, how much?
  18. Is the money raised by gate admission?
  19. Is the money raised by special fees?
  20. Is the money raised by regular dues?
  21. Is the money raised by plays or operettas?
  22. Do you raise money in other ways?
  23. What per cent of the equipment does the district furnish?
  24. What per cent of the students' expenses does the district pay on trips?
- 

REMARKS

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SHEET NUMBER 4

	:Boys:	:Girls
1. How many pupils have quit school this year?	:	:
2. How many of these had taken a leading part in extracurricular activities?	:	:
3. How many of these that quit had earned a school letter?	:	:
4. How many has your school graduated in the last three years?	:	:
5. How many graduates of the last three years have entered college?	:	:
6. Of those entering college how many had taken a leading part in extracurricular activities while in high school?	:	:
7. How many had earned a school letter?	:	:
8. How many subjects were failed in, in your school the first semester?	:	:
9. How many pupils made these failures?	:	:
10. How many of these failures were made by leaders in extracurricular activities?	:	:
11. How many of the failures had earned a school letter?	:	:

12. How many of your students averaged 90 or better in at least 1 subject for the first semester? :
13. How many of these were leaders in extra-curricular activities? :
14. How many of these had earned a school letter? :
15. How many of your students averaged 90 or better in all the subjects they were carrying? :
16. How many of these were leaders in extra-curricular activities? :
17. How many of these had earned a school letter? :
18. To what per cent of your students do you give the mental test? :
19. Are the leaders in extracurricular activities among the lower\_\_\_\_, medium\_\_\_\_ or higher\_\_\_\_ I. Q.? :
20. Are those that win the school letter among the lower\_\_\_\_, medium\_\_\_\_ or higher I. Q.? :
21. Do you give the standard educational test in your school? :

- 22. How many daily or weekly papers does your school take? :
- 23. How many magazines does your school take? :
- 24. How many full time subjects do you offer? :
- 25. Do you furnish transportation for pupils? :
- 26. Do you allow mileage there by letting each pupil furnish his own transportation? :
- 27. How much per mile do you allow? :

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REMARKS

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